

A Shorter Course
in
Munson Phonography



Revised Edition



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By **JAMES E. MUNSON**

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A Shorter Course
in
Munson Phonography

Containing a complete exposition of the Author's system
of Shorthand, with all the latest improvements,
adapted for the use of schools, and planned to
afford the fullest instruction to those who
have not the assistance of a teacher

By

James E. Munson

Official Stenographer, New York Supreme Court, and Author
of "The Art of Phonography"

SECOND, REVISED, EDITION

G. P. PUTNAM'S SONS
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PREFACE

Mr. Munson was so careful and so thorough in his work that a revision might be considered unnecessary, yet he never lost sight of the fact that daily practice will reveal errors or defects which might in the ordinary course escape even the most watchful eye, and he was quick to note these and always ready to grasp anything which he thought would aid or be useful to the stenographer in his work.

During tilts between opposing counsel and in the examination of witnesses who are rapid speakers, even an old experienced reporter is sometimes put to his utmost speed, and in making his outlines forced to avail himself of any short cuts or expedients which may suggest themselves.

It was Mr. Munson's habit in reporting or in dictating to amanuenses to note anything which struck him as being practical or useful, whether in the form of a good, legible outline or in the construction of a phrase, and he would quickly encircle it with his pen so that he might afterwards examine it more carefully, and if deemed worthy of preservation write it down for future reference.

He would then not only test its usefulness himself but would submit it to some of his fellow reporters to prove its worth, and if found to be of value he would adopt it in his practice and teach it in his books.

His duties in court prevented his utilizing much of this material, which, being the actual and practical results of the author's many years' experience in court, the lecture room, etc., is of great value. After his death there were found among his letters, papers, and transcripts of cases a vast number of these notes which can be used in the revision or preparation of future work.

While his aim was to make his System of Phonography as absolutely perfect as it could be made, and to hold closely to the rules which he laid down for the guidance of its writers, yet when he found that a slight deviation from these rules was necessary to prevent confusion arising from a similarity of form or meaning he did not hesitate to recognize the fact. As he remarked to an expert and enthusiastic writer: "The rules were made for phonography, not phonography for the rules."

As the *Shorter Course* was the last text-book published by Mr. Munson, it has been the aim of the writer to avoid making any radical changes—neither to add nor strike out anything which might tend to disturb the harmony or mar the beauty of the work, making only such alterations as were contemplated by the author, and correcting palpable errors or omissions which must have escaped his keen scrutiny or occurred through the carelessness of the proof-reader, and thus make the book a perfect exponent of the system as he wrote and taught it.

The writer was associated with Mr. Munson, socially and in his business, for forty years, and assisted

him in the preparation of the *Shorter Course* and all his books except the *Complete Phonographer*; therefore it is this education and familiarity with the author's ideas concerning the Munson System that he feels has fitted him for this work of revision.

Besides the correction of typographical errors, imperfect phonographic characters, words out of position, the mingling of characters with dotted lines, particularly in Reading Exercises, pages 203 to 220, inclusive, and the changes necessary to conform to later rules, there have been some additions and corrections in List of Abbreviations and Outlines Specially Distinguished.

Outlines of words were given in some of the exercises before their use had been sufficiently explained. As this was confusing to the student and embarrassing to the teacher, other words have been substituted.

Attention is called to the following:

To the new rule for the termination "SHUS," page 202.

"HAVE" in Phrases, how written, page 54.

Breve-yay for Syllable "U"—omission of sound "u," page 39.

Abbreviations out of Position, how written in Fourth Position, page 41.

The stem *L*. when standing alone is *always* struck upward. See Examples: *hall*, *hill*, *halloo*, *hallway*, page 40; *owl*, page 15.

New Abbreviation for *oil*, Poid-Lee. See Example, page 31.

The writer takes pleasure in acknowledging his indebtedness to Mr. George S. Walworth and to Mr. Harris Pierce for their kindly interest in the work and for their suggestions in regard to it.

JAMES J. WILLIAMSON

WEST ORANGE, N. J.

January, 1912.

PREFACE TO FIRST EDITION.

This text-book of Phonography is, as its name implies, a course in Munson Phonography that is shorter than that presented in the author's recent and larger work, *The Art of Phonography*. It has been designed especially as a phonographic instruction book for schools, by the use of which teachers will be able to advance their pupils with great rapidity to a practical knowledge of Phonography, without at the same time sacrificing thoroughness.

All the essentials of Phonography are presented, but in a more condensed form than in the other work. The reading and writing exercises are considerably shorter, but will be found amply sufficient for any class work; and the particular reading and writing exercises connected with each Lesson have been made entirely independent of each other, neither of them containing any words which are found in the other, so that the learner will have nothing to aid him in his reading or writing but the rules and principles of Phonography as presented in the text and the illustrative examples. As soon as the learner has been put in possession of sufficient phonographic knowledge to make it practicable to do so, he is set at work reading and writing short sentences. At first the sentences are necessarily very simple, very much like the matter of a child's primer; but as advance is made they become more and more complex and comprehensive until the final ones take in and represent the

whole of Phonography. Some of the sentences may seem a little humorous, but it has been thought that a little pleasantry will relieve the study somewhat of monotony and the effects of much close application.

For those, however, who wish to make a thorough scientific study of the system, as well as for teachers of the art, and for learners who are pursuing the study by themselves, the larger work will be indispensable. Speed in writing Phonography comes very largely from being familiar with a large number of different word-outlines,—having an extensive phonographic vocabulary, as it were; and *The Art of Phonography* far excels all other text-books of Phonography in the number of word-outlines given in shorthand characters.

The attention of teachers of Phonography, and other Phonographers who may be interested, is respectfully asked to the following statement :

I claim for my system of Phonography superiority over others mainly for the following reasons :

I. Its alphabet, including both consonant and vowel representation, is absolutely simple and for that reason is the best for the teacher, and has proved itself to be the best in practice.

II. In the application to the consonant-stems of the various abbreviating principles of Phonography, such as hooks, modifications by halving and lengthening, circles and loops, etc., there is the most complete freedom from exceptions to general rules—again aiding both the teacher and the practitioner.

III. The adaptation of the system to the requirements of the practical reporter is much more thorough and complete than is to be found in any other system. This last point is of very great importance, although it is

apt to be overlooked by teachers and casual investigators of shorthand systems.

My consonant-signs are all simple stems, the origin of which is shown at page 1, paragraph 5 ; whereas in the alphabets of other systems of Phonography may be found instances of either compound stems being used for simple consonant-sounds or simple stems used for double consonant-sounds, or both. This absolute simplicity of the consonant-signs of my alphabet enables me to provide very concise and simple rules for the carrying out of the main principles of Phonography, to the advantage of both teacher and pupil, as will now be illustrated by comparison of some of the important rules given in this book with the corresponding rules to be found in the leading instruction book of the old or "Ninth Edition" Phonography. At pages 70 and 72 are the rules for the

EL AND ER HOOKS.

(MUNSON PHONOGRAPHY).

"Either *l* or *r* may be added after any straight stem by a small initial-hook. For *l* it is turned on the right side of downstrokes, and on the upper side of rightstrokes. For *r* it is turned on the side opposite the El-hook.

"Either *l* or *r* may be added after any curved stem by an initial-hook, the hook being made large for *l* and small for *r*."

The "Ninth Edition" rules covering the same subject are as follows :

EL AND ER HOOKS.

("NINTH EDITION" PHONOGRAPHY.)

"A small hook on the circle-side, and at the beginning of any consonant-stroke (except *l*, *r*, *m*, *n*, *ng*, *s*, *z*, *w*, *h*), indicates that an *l* follows it.

“Shel and Zhel never stand alone, have their hooks at the bottom, and are always written upward.

“The reporter uses a large initial hook on Em, En, Ray [our Ree] for *l*.

“Signs to indicate the combination of *r* with a preceding consonant (except *s, z, l, r, m, n, ng, w, y, h*), are obtained by turning over sidewise the corresponding El-hook signs, except Shel, Zhel, which are turned over endwise.

“Sher and Zher have their hook at the top, and are always written downward.

“R may be added to Em and En by a small initial hook, provided they are widened [that is, changed to our Hay and Ing respectively].”

At pages 86 and 89 are the rules for the

HALVING AND LENGTHENING PRINCIPLES.

(MUNSON PHONOGRAPHY.)

“Either *t* or *d* may be added to any stem, straight or curved, simple or hooked, by making it half its ordinary length.

“The syllables *ter, der, ther, and ture* may each be added to any curved stem, whether simple or hooked, and to any straight stem with final-hook, by making the stem twice its ordinary length.”

The “Ninth Edition” rules on the same subject are as follows :

HALVING AND LENGTHENING PRINCIPLES.

(“NINTH EDITION” PHONOGRAPHY.)

“Either *t* or *d* may be added to certain signs, by halving them :

“1. To any unhooked consonant-stroke, except El, Lay [our Lee], Em, En, Ar [our Er], Ing, Way, Yay, Emp or Emb [our Hay].

“2. To any hooked consonant-stroke.

“Way, Yay, Emp, and Ing are never halved for any purpose ; but El, Lay, Em, En, and Ar are sometimes halved.

“Hooked Way, Yay, Emp, unlike simple Way, Yay, Emp, may be halved.

“ By halving the curve-signs for *l*, *m*, *n*, or *r*, — *t* or *d* is added, according as the shortened letter is made light or heavy.

“ Doubling the length —

1. Of *Ing* adds *kr* or *gr*.

2. Of any other curve, adds *tr*, *dr*, or *thr*.

“ The reporter may derive great advantage from doubling a full-length straight line, without a final attachment, to add *thr* for *there*, *their*, or *they are*; the heavy lines being tapered toward their termination.”

Attention is also called to the rule for the circle for *s* or *z* on page 98. It will be seen that it is all-comprehensive and covers everything, including the outlines of such words as *chose*, *debts*, *salt*, *enters*, *fruits*, *puffs*, *fines*, *faints*, *founders*, *cycle*, *sinner*, etc.; and shows the great advantage of not teaching the circles and loops until after the learner has mastered all the hooks and the halving and lengthening principles.

The invention and adoption by me of the new sign for *ishun*, namely, a large final-hook joined to stems with a circle intervening (page 123), enables me to use the old *ishun*-curl for *n* always, and for *ing* after loops (page 122). The use of the curl for *n* is exceedingly valuable in writing proper names ending in “*son*,” etc.

My vowel-scale, in which all the broad, open vowels (*ah*, *ă*, *aw*, *ö*, *i*, *oi*, *ow*) are put in one position by themselves and all the close vowels (*ē*, *ī*, *ōō*, *ōō*, *u*) in another position by themselves, makes the writing of word-outlines in the positions of the accented vowels perfectly simple and easy of acquisition and application; while the vowel-scale of the “Ninth Edition,” in which the vowels, open and close, are all mixed up, renders the practice of writing words in position quite difficult. For a very full treatment of this subject the reader is referred

to the preface to the Revised Edition of *The Art of Phonography*, pages iv. to vii.

With regard to the adaptation of the system to the requirements of the practical reporter, I will state that many years ago, I made an important discovery respecting the length of word-outlines; namely, first, that in writing Phonography we analyze our word-outlines into their stem-signs, not counting hooks, circles, etc., they being considered merely as connectors of stems; and, second, that the mind grasps and the fingers execute outlines of one, two, and three stems much more easily than outlines of four or more stems. Acting on this conclusion, I have, in preparing all my text-books, as far as I possibly could, kept my word-outlines within the three-stem limit.

To illustrate with a few examples I will take the outlines of the following words, selected at random from Isaac Pitman's Dictionary: *affirmative*, *decorum*, *incandescent*, *melancholy* are there written respectively Ef-Er-Em-Tev (4 stems), Dee-Kay-Ree-Em (4 stems), En-Kay-En-Dess-Ent (5 stems), Em-Len-Kay-Lee (4 stems); while my outlines for the same words respectively are Fer-Met-Vee (3 stems), Dee-Ker-Em (3 stems), En-Kend-Esent (3 stems), Mel-En-Kel (3 stems).

I will now touch briefly upon another important respect in which my Phonography has been, I think, more completely adapted to the wants of the reporter than any other system. Every system of shorthand has a considerable number of conflicting outlines which, unless special provision is made to avoid or neutralize them, become veritable pitfalls to the reporter. Some of them are common to all systems; and in addition to those each system has a good many others that are peculiar to

itself. In the List of Words and Phrases Specially Distinguished, commencing at page 182, are given most of the instances of that kind that are to be found in Munson Phonography. This list is the most complete of the kind that has ever been published in connection with any system; it being one of the important fruits of the author's long experience as a stenographic reporter. The result is that the Munson system is more completely "charted" against the dangers of unvocalized Phonography than any other.

A word in closing in regard to certain new-fangled systems of shorthand that are now being urged with great persistency upon educators, which are entirely outside of what is commonly known as "Phonography." The author of one of them seeks to convince by shouting, "*No shaded lines, no ruled paper, no word-signs, to burden the memory.*" Another uses the more emphatic war-cry, "*One slope! One position!! One thickness!!! Connective vowels!!!!*" Now each of these claims, which to the uninitiated seems so fascinating, is really a very serious defect. Writing (without vowels) the consonants with light and shaded lines, struck in all directions, and in different positions with reference to the ruling of paper, is the very thing that enables us to have a shorthand in which very few word-outlines exceed three stems in length. If these long-established requisites of stenography are discarded verbatim speed is an impossibility.

When a student takes up the study of shorthand he is entitled to have the best. Either of the well-known American systems of Phonography is better than any of the new systems of shorthand that I have seen.

J. E. M.

NEW YORK, November, 1900.

HISTORICAL SKETCH OF SHORTHAND.

England is the birthplace of true shorthand, and the art has had its entire growth and development to its present high state of perfection among English-speaking peoples, without any assistance from the outside. Neither Germany nor France has contributed anything of importance toward stenographic improvement, although each of these countries has produced shorthand systems of some merit. By true shorthand is meant shorthand that is written with an alphabet composed of geometrical lines variously distinguished. The earliest example of such an alphabet is that of John Willis, published in 1602. Previous to that there were the systems of Timothy Bright (1588) and Peter Bales (1590), but as these were based on the idea of using arbitrary signs for whole words, each of which had to be memorized by itself, the systems were impracticable and are not entitled to be called shorthand. And yet, strange to say, Webster's definition of "stenography" is only applicable to the useless creations of Bright and Bales! The alphabet of John Willis was very crude and imperfect, but it was the first step in the right direction. During the rest of the seventeenth century very little progress was made until near the end. Ten different systems were published, none of which is worthy of special mention except Shelton's (1641), and this only as being the shorthand in which the celebrated Pepys Diary was written.

The most distinguished shorthand writer of the seventeenth century was William Mason. His works were issued in 1672, 1682, and 1707. Mason's alphabet was adopted by Thomas Gurney in 1753; and the Mason-Gurney system is still much used in England, and two of the best shorthand writers in the courts of the city of New York to-day write that system. From Mason down to the invention of Phonography (1837-40) there were published some seventy-five different systems, among which are those of Macaulay (1747), which is the basis of the Scovil system, Angell (1758), the author of which, as related by Boswell, called on Dr. Johnson one day, and, claiming that he could write as fast as a person could read, the doctor reached

for a book, began reading, and soon knocked the boasting stenographer out! Then follow the meritorious systems of Byrom (1767), Taylor (1786), whose system has been pirated more than any other except possibly the present author's, Mavor (1789), Lewis (1815), and Moat (1834). The system of William Tiffin (1750) is worthy of remark as being the first phonetic system. The order of his vowels was substantially the same as ours, namely, ah ä, ā ě, ē Ÿ, aw ö, ō ů, ōō öö, e (in *earth*). Most of the writers of the early shorthand text-books claimed that their systems were "adapted to the meanest capacities."

Isaac Pitman's first shorthand publication, *Stenographic Sound-Hand*, was published in 1837. *Phonography*, the alphabet and some of the abbreviating principles of which were the invention of Isaac Pitman, was first published in 1840. Mr. Pitman was not a practical shorthand reporter, and the system through the first six "editions" was exceedingly crude and contained many absurdities. But, aided by the suggestions of many practical writers, both in England and the United States, by the year 1852 Mr. Pitman was able to publish the "Ninth Edition," which was by far the best system of shorthand then known. But after that time Mr. Pitman retrograded in his productions, and the work of improving the system was taken up in the United States. Ben Pitman continued to publish the "Ninth Edition" at Cincinnati; Andrew J. Graham issued his Handbook, based on the "Ninth Edition," in 1859; in 1866 the present author published the *Complete Phonographer*, which was a work of phonographic simplification, and a revision of it in 1877, and in 1898 the *Art of Phonography* was brought out.

The shorthand of the time of Cicero, by means of which, according to Plutarch, one of the orations of Cato the Younger was preserved, was a scheme of abbreviated longhand combined with a great number of arbitrary characters for words. It was not at all like English shorthand.

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ALPHABET OF MUNSON PHONOGRAPHY.

CONSONANTS.				VOWELS.					
Sign.	Power.	Name.	Type.	SIMPLE VOWELS.					
Abrupts.	\	p in pay	Pee P	Long.	⋮	a in alms	ah	ä	
	/	b " bay	Bee B		⋮	a " ale	a	ā	
	|	t " tie	Tee T		⋮	e " eve	e	ē	
	|	d " die	Dee D		-⋮	a " all	awe	ā	
	/	ch " choke	Chay CH		-⋮	o " ore	o	ō	
	/	j " joke	Jay J		-⋮	oo " ooze	oo	ō	
	|	c " came	Kay K		Short.	⋮	a " am	at	ă
	|	g " game	Gay G			⋮	e " ell	et	ĕ
	(f " fan	Ef F			⋮	i " if	it	ĭ
	(v " van	Vee V			-⋮	o " on	ot	ō
(	th " thigh	Ith TH	-⋮	u " but		ut	ŭ	
(	th " thy	Thee DH	-⋮	oo " foot		oot	ō	
)	s " seal	Ess S	DIPHTHONGS.						
)	z " zeal	Zee Z	Sign.	Power.		Name.	Type.		
Continuants.)	sh " shore	Ish SH	Glides.		v⋮	i in pine	i	I
)	z " azure	Zhee ZH			<⋮	oi " toil	oi	OI
)	m " may	Em M		L⋮	ow " now	ow	OW	
)	ng " sing	Ing NG		>⋮	ew " few	ew	EW	
Nasals.	CONSONANT-BREVES.								
	)	l " lay	Lee L	Sign.	Power.	Type.		
	)	r " oar	Er R	Substitutes.	o	s in suppose	s	
	)	r " roe	Ree R		c >	w " wade, walk	w	
)	w " woe	Way W	^ v		y " yam, youth	y			
)	y " you	Yay Y	| -		h " hook, hedge	h			
Aspi- rate. cents.	)	h " high	Hay H					

PHONOGRAPHY.

LESSON I.

1. **Phonography Defined.**—Phonography is a method of shorthand writing in which each sound of the language is written with a sign of its own.

2. **Number of Sounds.**—There are forty distinct sounds in the English language, twenty-four of which are consonants and sixteen are vowels.

3. **Explanatory.**—Each of the following words has but two sounds, the first being a consonant-sound and the last a vowel-sound: *pa, bay, tea, daw, foe, coo, fie, boy, thou, new.* The fact that most of these words are written with three letters, and one with four, does not indicate that there are more than two sounds in any of them.

4. **The Consonant-Signs.**—The consonants are written with simple straight and curved signs, struck in various directions, some of which are made light and others heavy. These signs are called “consonant-stems,” or, briefly, “stems.”

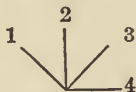
5. **Origin of the Stems.**—The source from which the phonographic signs for the twenty-four consonant-sounds are derived is the circle, with diametrical lines drawn as shown in the following cuts:



The first cut gives us two straight stems, a perpendicular and a horizontal, and four slanting curves; and the second gives us two slanting straight stems and four curves, two of which are perpendicular

and two horizontal—the two diagrams thus furnishing twelve distinct signs. Then, by making each of the stems shaded as well as light, we get twelve additional signs—making twenty-four simple consonant-signs in all.

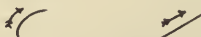
6. Every consonant-stem, whether straight or curved, is written in the direction of some one of the lines of the following diagram :



7. **Direction of Stems.**—The horizontal stems are written from left to right. They are the following signs :

— — — — — —
 Kay Gay Em En Ing Hay

8. The stems Lee and Ree are written from left to right and upward ; thus,—



9. All the other stems are written from the top downward. They are the following signs,—

\ \ | | / / \ \ (
 Pee Bee Tee Dee Chay Jay Ef Vee Ith
 ()) \ \ \ \ (
 Thee Ess Zee Ish Zhee Er Way Yay

10. **The Vowel-Signs.**—The simple-vowels, twelve in number, are written with dots and short dashes, also made both light and heavy, which are written at the sides of the consonant-stems in different places lengthwise of the stems. The diphthongs, four in number, are written with little angles, likewise placed at the sides of the consonant-stems. A vowel-sign may be written on either side of a stem.

11. **The Vowel-Places.**—There are three places at the sides of consonant-stems in which vowel-signs are written, namely, at the *beginning*, at the *middle*, and at the *finish*. Thus, when placed to a Tee, we have

·	·	·	—	—	—	·
ah	a	e	aw	o	oo	I, etc.

12. **Names of the Vowel-Places.**—The vowel-places are called respectively, “First-place,” “Second-place,” and “Third-place.” The numbers of the vowel-places—one, two, three—are counted from the beginning of a stem as it is written, no matter in what direction it may be struck. Thus, with a downstroke they run from the upper end downward; with a horizontal, from left to right, and with an upstroke, from the lower end upward. The three vowel-places are shown below by dots and dashes placed to broken lines which represent a downstroke and an upstroke stem :

First-place	·| (ah)	First-place	—| (aw)
Second	·| (ā)	Second	—| (ō)
Third	·| (ē)	Third	—| (ō)

13. **Diagrams of Vowel-Places.**—The three vowel-places, both before and after stems, may be learned from the following diagrams, in which the figures, 1, 2, 3, are placed to the stems Tee (downward), Kay (horizontal), Ree (upward), Chay (downward), Ef (downward), Em (horizontal), Lee (upward), and Ish (downward).

Before consonant-stems—

Diagrams for vowel places before consonant stems:

- Tee (downward):** A vertical line with a dot at the top. The numbers 1, 2, 3 are placed to the left of the line, corresponding to the top, middle, and bottom positions.
- Kay (horizontal):** A horizontal line with a dot at the left end. The numbers 1, 2, 3 are placed below the line.
- Ree (upward):** A diagonal line sloping upwards from left to right with a dot at the top-right end. The numbers 1, 2, 3 are placed above the line.
- Chay (downward):** A curved line sloping downwards from left to right with a dot at the top-left end. The numbers 1, 2, 3 are placed below the curve.
- Ef (downward):** A curved line sloping downwards from left to right with a dot at the top-right end. The numbers 1, 2, 3 are placed above the curve.

After consonant-stems—





Diagrams for vowel places after consonant stems:

- Tee (downward):** A vertical line with a dot at the bottom. The numbers 1, 2, 3 are placed to the left of the line.
- Kay (horizontal):** A horizontal line with a dot at the right end. The numbers 1, 2, 3 are placed below the line.
- Lee (upward):** A diagonal line sloping upwards from left to right with a dot at the top-left end. The numbers 1, 2, 3 are placed above the line.
- Ish (downward):** A curved line sloping downwards from left to right with a dot at the top-left end. The numbers 1, 2, 3 are placed below the curve.
- Em (horizontal):** A horizontal line with a dot at the right end. The numbers 1, 2, 3 are placed above the line.

14. **Long and Short Vowels.**—Six of the simple-vowels are long, and six are short. The Heavy vowel-signs represent Long vowel-sounds, and the Light vowel-signs represent Short vowel-sounds. The long-vowels are heard in the words *bah, bay, be; bought, boat, boot;* and the short-vowels are heard in the words *bat, bet, bit; bock, buck, book.*

15. **Writing by Sound.**—All words are written entirely by sound, —that is, just as they are pronounced. By this is meant that each sound, whether consonant or vowel, is written with its own phonographic sign. No attention whatever is paid to the ordinary spelling of words; and only as many signs are used to write a word as it has sounds. Thus, each of the words *pay, ought, though, know, bough, isle,* has but two sounds, therefore each is written in phonography with but two signs. Silent letters are never written, the *k* in *know* and the *h* in *hour* and *heir* being omitted. *Know* is written like *no* and *heir* like *air*.

16. For the purposes of this lesson it will be necessary to learn the first sixteen consonant-signs of the Phonographic Alphabet, at page xii., that is from Pee to Zhee inclusive, being the following characters—

				/	/	—	—
Pee	Bee	Tee	Dee	Chay	Jay	Kay	Gay
		(())]]
Ef	Vee	Ith	Thee	Ess	Zee	Ish	Zhee

and the two second-place long-vowels, namely—

•̣̣̣ ā

—̣̣̣ ō

17. **How to Learn the Consonants.**—A good way to learn the consonant-signs is to take a rule (or card) in the right hand and with it cover the three columns entitled “Power,” “Name,” “Type,” under the heading “CONSONANTS” in the Alphabet (page xvi.), leaving exposed the column of “Signs” at the left. Then, while looking at each of those signs successively, pronounce its name as printed in the third column,—Pee, Bee, Tee, etc., to Zhee. If at any time you are

not sure about the name of a sign, the rule may be lowered so as to show that name, but none of those below it. Pursue this course until you can, without hesitation, give the names of the first sixteen signs. Then take the rule in the left hand and cover only the column of *signs*, and while looking at the *name* and studying the *power* of each sign, make the sign with a pencil. Continue doing this until without seeing it you can instantly make each sign upon looking at its name or knowing its power.

18. **Second-Place Long - Vowels.**—The vowel-sound heard in each of the words *ape, ate, day, lace, aid, gate, pain, they, eight, neigh* is written with a heavy dot placed near the middle of the stem. The vowel-sound heard in each of the words *ore, joke, loaf, more, door, beau, dough* is written with a short, heavy dash placed near the middle of the stem. These two sounds are called long-vowels.

RULES FOR READING PHONOGRAPHY.

19. If a vowel-sign is written at the *right* of an upright or slanting consonant-stem, or *below* a horizontal stem, the consonant is read *first* and the vowel next.

20. If a vowel-sign is written at the *left* of an upright or slanting consonant-stem, or *above* a horizontal stem, the vowel is read *first* and the consonant next.

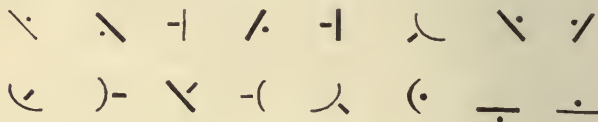
READING EXERCISE.

REMARK I. The reading of the first part of this exercise consists in calling each of the consonant-stems by name.





REMARK 2. The reading of the rest of the exercise consists in first pronouncing the names of the phonographic signs, consonant and vowel, of each word, and then pronouncing the word itself; thus, Pee-ā, *pay*; ō-Tee, *oat*, etc.



WRITING EXERCISE.

21. Bay, Poe, ape, Fay, toe, age, Joe, ate *or* eight, dough *or* doe, ope, day, aid, though, say, ace, Coe.

DIRECTIONS ABOUT WRITING.

22. **Materials Used.**—Phonography should always be written on paper with lines—wide ruled being the best; and either pen or pencil may be used.

23. **How to Hold the Pen.**—In writing phonography hold the pen as you are accustomed to hold it in writing longhand; that is, between the thumb and first finger, or between the first and second fingers, as the case may be. But the penholder should be thrown out a little more than in writing longhand, and should generally point in a line with the forearm, so that, without changing its position, a phonographic Dee or Bee can readily be made.

OF THE CONSONANTS.

24. **Length of Consonant-Stems.**—The proper length that the consonant-stems should be made is about one-sixth of an inch, the forms in the reading exercises being models in this respect. It is important, too, that the stems be made uniform in length. Irregularity in this respect may lead to confusion hereafter, when other principles of phonography are learned.

25. **Direction of Stems.**—Great care must be taken from the very outset to give the stems their proper direction. Perpendicular stems should stand exactly upright. The tendency with beginners is to involuntarily slant them to the right, the same as they incline the letters of longhand. It would be well, therefore, for them to make frequent tests of their written characters with the straight edge of a card, placing it against the sides of straight stems and to the tips of curves. Slanting stems should likewise be tested in the same way, to make sure that they lean at an angle half-way between a horizontal and a perpendicular, which is the angle of forty-five degrees. Any improper inclination in the characters, that might not be noticed by the inexperienced eye of the beginner, will be made clearly manifest by the edge of the card, because of its greater length.

OF THE VOWEL-SIGNS.

26. The vowel-signs, both dots and dashes, should be written at a little distance from the consonant-stems. Beginners are apt to place them too close.

27. The dash vowel-signs should be struck at right angles to the stems near which they are written. When written to a curved stem, they should stand at right angles to the part to which they are opposite.

RULES FOR WRITING PHONOGRAPHY.

28. **Order of Writing.**—The consonant-stems of words are always written before writing any of the vowels, and the vowel-signs are afterwards placed to the stems.

29. **One Consonant and One Vowel.**—When a word is composed of one consonant-sound and one vowel-sound, it is written as follows:

1. Write the proper consonant-stem.

2. Write the sign of the vowel at the side of the consonant-stem in the following manner:

I. If the vowel is heard *after* the consonant, place its sign to the *right* of an upright or slanting stem, and *below* a horizontal stem; thus,—

Pee	pay	Dee	day	Ess	so	Gay	gay

II. If the vowel is heard *before* the consonant, place its sign to the *left* of an upright or slanting stem, and *above* a horizontal stem; thus,—

Jay	age	Pee	ape	Ith	oath	Kay	oak

REMARK. In writing the examples given in the preceding paragraph, it is not meant that each stem shall be made twice, once without the vowel, and then a second time with the vowel; but in the case of each pair of illustrations, the first shows the stem before it is vocalized, and the second shows the same stem after the vowel-sign has been written to it.

LESSON II.

30. The learner should now commit to memory the remaining nine consonant-signs of the Phonographic Alphabet (page xvi), in the same way that the first sixteen were memorized (17); that is, from Em to Hay inclusive, being the following characters:—

Em	En	Ing	Lee	Er	Ree	Way	Yay	Hay

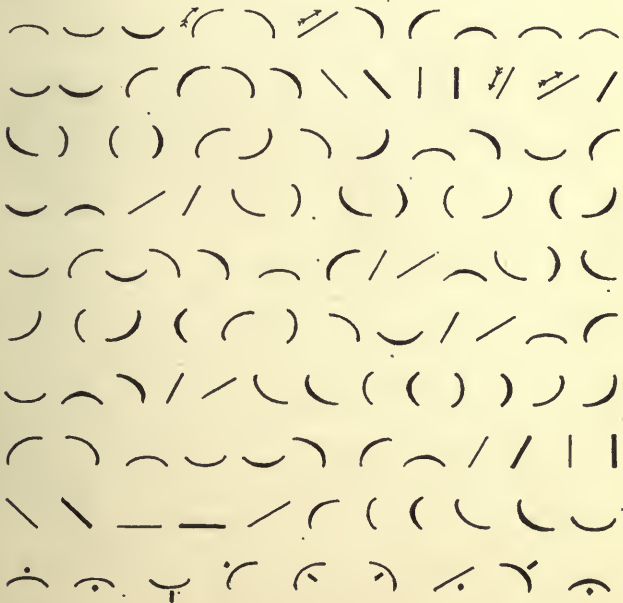
31. **Chay and Ree Distinguished.**—When not joined with other stems, or one with the other, Chay and Ree are distinguished by difference of slant; Chay being written downward at an angle of sixty degrees, and Ree upward at an angle of thirty degrees; thus,—

/ Chay

↗ Ree

READING EXERCISE.

REMARK. The consonant-stems and vocalized words of this exercise are read in the same way as the stems and words in the reading exercise to Lesson I. (pages 5 and 6).



WRITING EXERCISE.

32. Write the consonant-stems indicated by each of the following names: Em, Hay, En, Ing, Lee (upward), Yay (downward), Er, Way, Ree (upward), Chay (downward), Em, Lee, Er, Ing, En, Yay, Way, Hay, Zhee, Ish, Yay, Lee, Vee, Thee, Ess, Ef, Chay, Ree, Zhee, Thee, Ish, Zee, Vee, Ess, Ef, Chay, Ree, Chay, Yay, Em, Way, Hay, En, Vee, Ef, Thee, Ith, Zee, Ess, Zhee, Ish, Er, Em, Lee, Ef, En, Ing, Vee, Pee, Bee, Chay, Jay, Tee, Dee, Kay, Gay.

33. Write each of the following words on the line and in accordance with the rule at 29: Mow (to cut grass), ohm (an electrical term), nay *or* neigh, lay, roe *or* row (as in "rowboat"), way *or* weigh, yea, hoe.

THE LONG-VOWELS.

34. In the previous lesson only two vowels were given to the learner to use, namely, the two long-vowels (\bar{a} and \bar{o}) of the second position. It will now be necessary to learn the four other long-vowels—two belonging to the first-place and two to the third-place—and also the diphthongs. But before any of them can be used properly, word-position must be understood. In order that the two vowels already presented may appear in their proper places among the other vowels, the instruction in regard to them will be here repeated. Before proceeding farther, however, paragraphs 11 and 12 should be reviewed.

35. The six long-vowels are written with heavy dots and dashes as follows:

1. The sound of ah (a in *art*), with a heavy dot in the first-place.
2. The sound of \bar{a} (a in *age*), with a heavy dot in the second-place.
3. The sound of \bar{e} (e in *eve*), with a heavy dot in the third-place.
4. The sound of aw (a in *all*), with a heavy dash in the first-place.
5. The sound of \bar{o} (o in *ode*), with a heavy dash in the second-place.
6. The sound of $\bar{o}\bar{o}$ (oo in *ooze*), with a heavy dash in the third-place.

36. Or, reversing the order of the foregoing rule, it may be stated briefly as follows:

1. A heavy dot written to a stem and put opposite the beginning, middle, or finish of the stem, stands for either ah, \bar{a} , or \bar{e} , according to its place.

2. A heavy dash written to a stem and put opposite the beginning, middle, or finish of the stem, stands for either aw, ō, or ōō, according to its place.

37. These rules are illustrated in the following table :

TABLE OF LONG VOWEL-SIGNS.

⋮ a in art (ah)	—⋮ a in all (aw)
⋮ a " age (ā)	—⋮ o " ode (ō)
⋮ e " eve (ē)	⋮ oo " ooze (ōō)

38. **Names of the Long-Vowels.**—The names of the long-vowels are their sounds,—ah, ā, ē, aw, ō, ōō. In Webster's dictionary the sounds are all indicated by single letters marked thus: ä, ā, ē, ā, ō, ō. These marks are called "diacritics," and every student should learn their use.

WORD-POSITION.

39. **Three Word-Positions.**—There are three different positions, up and down, with reference to the line, in which words are written—high, median, and low—being called respectively "First-Position," "Second-Position," and "Third-Position."

40. **Meaning of the Dot-Line.**—The dot-line, shown in connection with the phonographic illustrations, represents the line or ruling. When an outline appears without the dot-line, it is to be understood that the word belongs to the second-position.

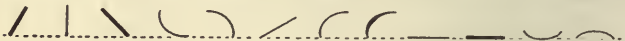
41. **Word of One Stem in Position.**—A word of only one stem-sign is said to occupy a particular position when its consonant-stem is written in that position.

42. **Three Consonant-Positions.**—Every consonant-stem may be written, with respect to the line, in three different positions.

43. **First Consonant-Position.**—The first-position for every consonant-stem is above the line; upright or slanting stems being written half a Tee-length above, and horizontal stems a full Tee-length above; thus,—



44. **Second Consonant-Position.**—The second-position for every consonant-stem is on the line; thus,—



45. **Third Consonant-Position.**—The third-position for every upright or slanting consonant-stem is across the line, being divided by it into equal parts; and for every horizontal stem, just below but not touching the line; thus,—



46. **Positions of One-Vowel Words.**—When a word contains but one vowel-sound, as *be*, *pay*, *ma*, *aim*, *dough*, *paw*, *too*, *thee*, etc., the position in which its consonant-stem should be written (whether in the first, second, or third position) is determined by the vowel-place (first, second, or third place) to which that vowel-sound belongs.

VOWEL-PLACES SUGGEST WORD-POSITIONS.

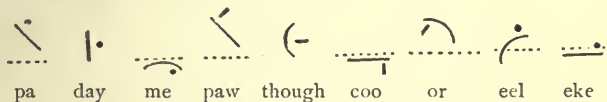
47. **First Vowel-Place.**—The first vowel-place is associated with and suggests the first word-position—that is, above the line.

48. **Second Vowel-Place.**—The second vowel-place is associated with and suggests the second word-position—that is, on the line.

49. **Third Vowel-Place.**—The third vowel-place is associated with and suggests the third word-position—that is, through or below the line.

WORDS OF ONE STEM AND ONE VOWEL.

50. When a word has but one consonant-stem and one vowel-sound, it is written in *position* by putting the stem in the *position* indicated by the *place* of the vowel, in accordance with the principles laid down in the last three paragraphs. Examples:



51. **Position Indicated in Type.**—A phonographic sign may be indicated in ordinary type as being in a particular position, by placing after its name a superior figure denoting the position; thus, Pee¹, Dee², and Em³ represent the stems of the words *pa*, *day*, and *me* and their positions. The same may be done with the “types” of the signs; thus, SH², R¹, and F³ represent the stems and positions of the words *show*, *or*, and *fee*.

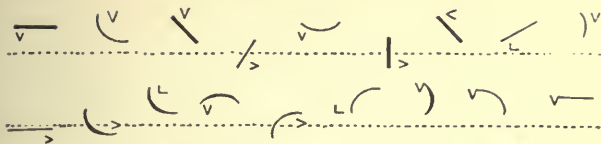
THE DIPHTHONGS.

52. Besides the twelve simple-vowels, which are written with dots and dashes, there are in our language four Diphthongs, or glide-vowels, which are written with small angle-points, placed at the sides of the consonant-stems.

53. The diphthongs are the sounds of—

1. I in *bite* or *y* in *by*.
2. OI in *oil* or *oy* in *boy*.
3. OW in *owl* or *ough* in *bough*.
4. EW in *few* or *u* in *tube*.

54. **Places of the Diphthongs.**—Three of the diphthong-signs are written in the first-place, and one in the third-place; as shown in the following—



WRITING EXERCISE.

58. Pa, bay, beau *or* bow (of a ribbon), two *or* too, they, thee, saw, so *or* sew (with a needle), coo, Joe, me, fee, nay *or* neigh, no *or* know, she, shoe, low, thaw, raw, ape, ought *or* aught, ale *or* ail, or, ear, ache, ooze, each, dough *or* doe, ode *or* owed, key *or* quay, eke, roe *or* row (with an oar), oar. Die, by *or* buy, thy, toy, rye, vie, cow, jew, shy, pew, coy, thou, my, few, sue, mow (pile of hay), lie, hew *or* hue *or* Hugh, out, eyed, ice.

LESSON III.

THE SHORT-VOWELS.

59. The six short-vowels are written with light dots and dashes as follows:

1. The sound of *a* in *at*, with a light dot in the first-place.
2. The sound of *e* in *ebb*, with a light dot in the second-place.
3. The sound of *i* in *it*, with a light dot in the third-place.
4. The sound of *o* in *on*, with a light dash in the first-place.
5. The sound of *u* in *us*, with a light dash in the second-place.
6. The sound of *oo* in *foot*, with a light dash in the third-place.

TABLE OF SHORT-VOWELS.

· · · a in at (ă)

— · · o in on (ö)

· · · e " ebb (ě)

— · · u " us (ů)

· · · i " it (i)

— · · oo " foot (oo)

60. Names of the Short-Vowels.—The names of the short-vowels, like those of the long-vowels, are the sounds themselves.

But as it is somewhat difficult for most beginners to utter these short sounds accurately, except in connection with consonants, a little special practice will be necessary. To get the sound of *a* in *at*, say *pat* several times, then *at* several times, and then the vowel without the *t* several times; thus, *păt, păt, păt, păt*; *ăt,ăt,ăt,ăt*; *ă,ă,ă,ă*. Be careful not to change the sound from *ă* to *ā*. To get the sound of *e* in *ebb*, say *mět, mět, mět, mět*; *ět, ět, ět, ět*; *ě, ě, ě, ě* (not *ē, ē, ē, ē*). To get the sound of *i* in *it*, say *pīt, pīt, pīt, pīt*; *īt, īt, īt, īt*; *Y, Y, Y, Y* (not *ī, ī, ī, ī*). To get the sound of *o* in *on*, say *cōt, cōt, cōt, cōt*; *ōt, ōt, ōt, ōt*; *ō, ō, ō, ō* (not *ō, ō, ō, ō*). To get the sound of *u* in *us*, say *cūt, cūt, cūt, cūt*; *ūt, ūt, ūt, ūt*; *ű, ű, ű, ű* (not *you, you, you*). To get the sound of *oo* in *fōot*, say *fōot, fōot, fōot, fōot*; *ōōt, ōōt, ōōt, ōōt*; *ōō, ōō, ōō, ōō* (not "double-o" or "two o's"), etc. In Webster's Dictionary the marked letters to denote these short vowel-sounds are *ă, ě, Y, ō, ű, ɔ*.

REMARK. For examples of words containing each a short-vowel and one consonant, see the first ten words in the reading and writing exercises on pages 22 and 23.

61. **All of the Vowels.**—All of the sixteen vowel-sounds of the language having now been presented, together with their phonographic signs, a complete table of them is here given.

COMPLETE TABLE OF VOWEL-SIGNS.

·:· ah	·:· ă	·:· aw	·:· ă	·:· I	·:· OI	·:· OW
·:· ā	·:· ě	·:· ō	·:· ŭ			
·:· ē	·:· ī	·:· ōō	·:· űű	·:· EW		

THE VOWEL-SOUNDS AND THEIR "PLACES."

62. All of the long vowel-sounds are heard, in their proper order by "places" (that is, lengthwise of the consonant-stem), in the sentence: "Pa gave me all those shoes."

63. All of the short vowel-sounds are heard, in their proper order by "places," in the sentence: "Pat went in on one foot."

64. All of the diphthong-sounds are heard in their proper order in the sentence: "My joys, how few!"

65. **Sounding the Vowels across.**—The usual order in which the vowels are sounded is lengthwise of the consonant-stem, from its beginning to its finish; the six long-vowels being given first, next the six short-vowels, and then the four diphthongs; thus, ah, ā, ē; aw, ō, ȳ; ä, ě, ȳ; ǒ, ů, ǒ; ɪ, ɔɪ, ɔw, ɛw. The learner, however, should make a practice of occasionally sounding them across the consonant-stem, from left to right, and in that way learning all the sounds of each of the three vowel-places by themselves. Thus, first-place, ah, ä, aw, ǒ, ɪ, ɔɪ, ɔw; second-place, ā, ě, ō, ů; third-place, ē, ȳ, ȳ, ǒ, ɛw. This kind of practice will help one in determining quickly the proper position in which to write the outline of any word.

66. All of the first-place vowel-sounds are heard in the sentence: "Laugh at all of my toys now."

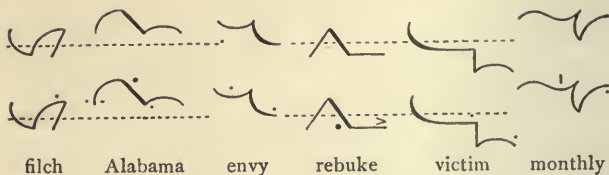
67. All of the second-place vowel-sounds are heard in the sentence: "They get no cup."

68. All of the third-place vowel-sounds are heard in the sentence: "We bring you good news."

WORDS OF MORE THAN ONE STEM.

69. **Consonant-Outline Written before Vowels.**—As has been already stated (28), all the consonant-stems of a word are written before writing any of the vowel-signs. The entire outline is first completed by joining the stems, one after another, in proper succession, without any break or lifting of the pen or pencil from the paper. The vowel-signs are then written to the outline, in the order of their occurrence in the word.

70. In the following illustrations the upper line of characters shows the outlines of the words *filch*, *Alabama*, etc., as they appear after being written without lifting the pen, and the lower line shows the same outlines with the vowels inserted. Each outline should be vocalized as soon as it is written, and before proceeding to write the next outline.



71. **Ish and Shee, Lee and El.**—When the signs for *sh* and *l* stand alone, the former is written downward (9) and is called Ish, and the latter is written upward (8) and is called Lee. But when joined to other stems, both of the signs may be written either upward or downward. Now, for the purpose of distinction, when written upward, the sh-sign is called Shee, and when written downward, the l-sign is called El.

READING EXERCISE.

REMARK. The reading of this exercise consists in pronouncing the names of the consonant-stems of each combination, one after the other, in quick succession; thus, Tee-Pee, Bee-El, El-Ing, Ef-Lee, Ish-Dee, Shee-Ith, etc.





WHICH STEM TO WRITE THE VOWEL TO.

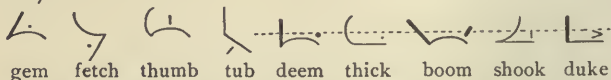
72. **One Vowel between Stems.**—When one vowel only occurs between consonants, its sign is sometimes written to the first stem and sometimes to the second. The general rule that governs in such cases is as follows:

I. The signs of *all* the first-place vowels, whether long or short, or diphthong, and of the two long second-place vowels, are written to and after the first stem; thus,—



balm rack fall shop chime coil loud make foam

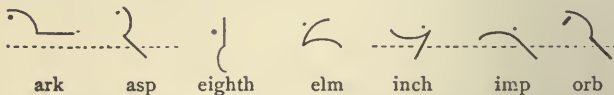
II. The signs of the two short second-place vowels, and of *all* the third-place vowels, whether long or short, or diphthong, are written to and before the second stem; thus,—



73. **Another Form of the Rule.**—(a) Write all the first-place vowels and the two heavy second-place vowels just after the preceding consonant. (b) Write all the third-place vowels and the two light second-place vowels just before the following consonant.

74. All vowels which, according to the foregoing rule, are written to the first stem, are heard in the sentence: "Ma and all of my boys now may go." All vowels that are written to the second stem, are heard in the sentence: "Let us see if you could mew."

75. **Vowel at the Beginning.**—If a vowel-sound *begins* a word, its sign is placed before the first stem of the outline; thus,—

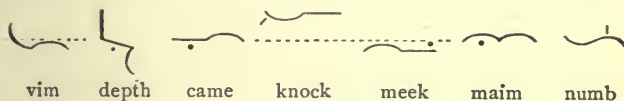
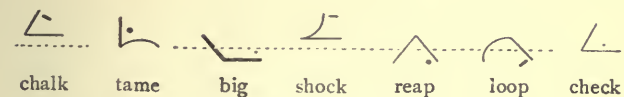


76. **Vowel at the End.**—If a vowel-sound *ends* a word, its sign is placed after the last stem of the outline. For examples see Lesson IV.

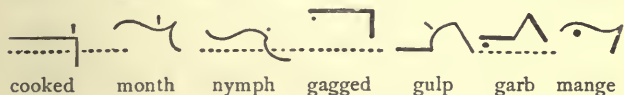
POSITION OF WORDS OF TWO OR MORE STEMS AND ONE VOWEL.

77. When a word has more than one consonant-stem and but one vowel-sound, it is put in its proper position as follows:

I. If the outline commences with an upright or slanting stem, or is composed entirely of horizontals, write the first stem in the *position* indicated by the *place* of the vowel; thus,—

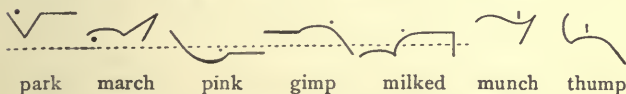
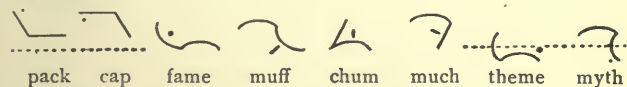


II. If the outline commences with horizontal stem or stems, followed by upright or slanting stem or stems, write the first upright or slanting stem in the *position* indicated by the *place* of the vowel; thus,—



78. The Object of the foregoing rule is to bring all outlines, composed of both horizontal and upright or slanting stems, as nearly as possible into the same general horizontal line, for each of the positions, irrespective of the order of the stems in such words.

Examples :

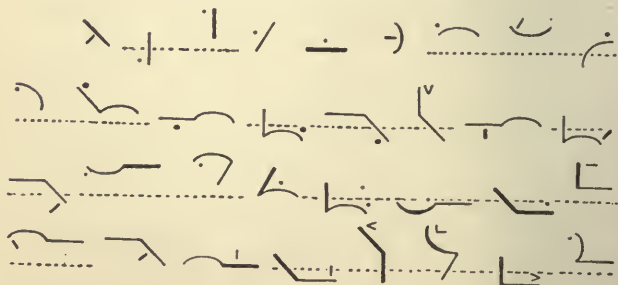


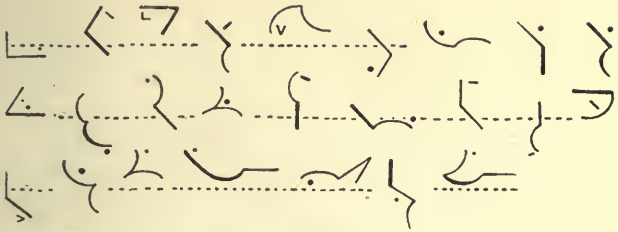
79. Practice in Phonographic Spelling.—The learner is recommended to read aloud distinctly several times all of the words given below, together with the phonographic spelling which accompanies them. This spelling should be done by pronouncing the syllables separated by hyphens. The combination "ah" is sounded as the

interjection "ah," "aw" as the word "awe," and "oo" as the first syllable of the word "oo-long."

Palm, Pee-ah-Em, *palm*; peach, Pee-ē-Chay, *peach*; page, Pee-ā-Jay, *page*; poke, Pee-ō-Kay, *poke*; beam, Bee-ē-Em, *beam*; boom, Bee-ō-Em, *boom*; balk, Bee-aw-Kay, *balk*; bake, Bee-ā-kay, *bake*; bathe, Bee-ā-Thee, *bathe*; fame, Ef-ā-Em, *fame*; faith, Ef-ā-Ith-faith; folk, Ef-ō-Kay, *folk*; vague, Vee-ā-Gay, *vague*; move, Em-ō-Vee, *move*; maim, Em-ā-Em, *maim*; tomb, Tee-ō-Em, *tomb*; teeth, Tee-ē-Ith, *teeth*; teethe, Tee-ē-Thee, *teethe*; teach, Tee-ē-Chay, *teach*; deep, Dee-ē-Pee, *deep*; daub, Dee-aw-Bee, *daub*; doom, Dee-ō-Em, *doom*; thief, Ith-ē-Ef, *thief*; name, En-ā-Em, *name*; cheap, Chay-ē-Pee, *cheap*; chalk, Chay-aw-Kay, *chalk*; shape, Ish-ā-Pee, *shape*; coop, Kay-ō-Pee, *coop*; coupé, Kay-ō-Pee-ā, *coupé*; comb, Kay-ō-Em, *comb*; coach, Kay-ō-Chay, *coach*; cage, Kay-ā-Jay, *cage*; gauge, Gay-ā-Jay, *gauge*; Paul, Pee-aw-El, *Paul*; bowl, Bee-ō-El, *bowl*; jail, Jay-ā-El, *jail*; peep, Pee-ē-Pee, *peep*; babe, Bee-ā-Bee, *babe*; coke, Kay-ō-Kay, *coke*; cocoa, Kay-ō-Kay-ō, *cocoa*; gawk, Gay-aw-Kay, *gawk*; cab, Kay-ā-Bee, *cab*; fetch, Ef-ē-Chay, *fetch*; king, Kay-I-Ing, *king*; lock, Lee-ō-Kay, *lock*; tongue, Tee-ū-Ing, *tongue*; book, Bee-ō-Kay, *book*; sham, Ish-ā-Em, *sham*; much, Em-ū-Chay, *much*; thick, Ith-I-Kay, *thick*; bath, Bee-ā-Ith, *bath*; file, Ef-I-El, *file*; fill, Ef-I-El, *fill*; boil, Bee-oi-El, *boil*; mouth, Em-ow-Ith, *mouth*; fume, Ef-ew-Em, *fume*.

READING EXERCISE.





WRITING EXERCISE.

80. Ebb, at, Ed, odd, itch, edge, if, ash, in, ell. Calm, bake, cage, meek, talk, foam, code, move, pack, cap, peck, neck, niche, king, vim, cop, tongue, much, took, guide, mouth, couch, cube, chime, nap *or* Knapp, peg, beg, deck, pike, chum, tithe, dug, make, cash, dodge, cape, thumb, budge, catch, dike, Dutch, nick, teach, thick, dime, pink, mink.

LESSON IV. .

POSITION OF WORDS OF MORE THAN ONE VOWEL.

81. When a word has more than one vowel-sound, as *also, uneasy, memory*, etc., the position of its outline is determined by the place of the accented vowel. The accented vowel is the one that is sounded loudest.

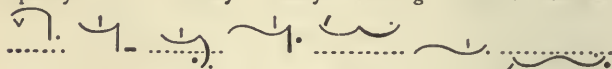
REMARK 1. Every word has as many syllables as vowel-sounds. Therefore, it is generally said that the position of a word is determined by the place of the vowel of the *accented* syllable; that being the syllable which is pronounced with the greatest force. The accent is on the last syllable in the words *above, adieu, allow, fatigue*, and on the first syllable in the words *fancy, Tuesday, echo, Erie, balmy*. Which vowel is sounded loudest in the words *create, alone, able, reject, bacon, danger, appertain, lady, domestic, romantic, exercise*?

REMARK 2. Before learning the rule for writing words in position given in the next paragraph, the student should carefully review paragraphs 47, 48, 49, and 77.

82. **Rule for Word-Position.**—Write the first upright or slanting stem of a word in the *position* indicated by the *place* of its vowel, or, if it has more than one, of its *accented* vowel. If the outline contains only horizontals, write the first stem of the word in the position so indicated. Examples:

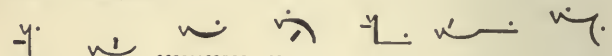


palmy also decay fury although taboo endow



mighty unto uneasy Monday awning money nominee

83. A vowel-sign written before a stem which has a diphthong-sign joined at the beginning (57), is read between the diphthong and the stem. Examples:



iota Ione eying Iowa iodic Ionic Ianthé

READING EXERCISE.

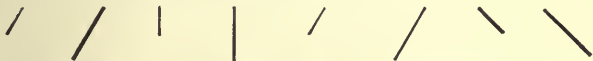


WRITING EXERCISE.

84. Ago, echo, easy, eighty, Opie, allow, essay, avow, Emma, balmy, veto, envy, mighty, cony, coffee, buggy, choppy, tabby, coupé, chatty, gummy, poet, fussy, chubby, baggage, jockey, awning, zany, body, caddy, beauty, chalky, noisy, above, attack, atom, aback, assume, untie, offing, enjoy, espy, enough, assignee, escape, tunic, carriage, dynamite.

ABOUT CERTAIN STEM-JOININGS.

85. **A Straight Stem is Repeated** by making it double its ordinary length; thus,—



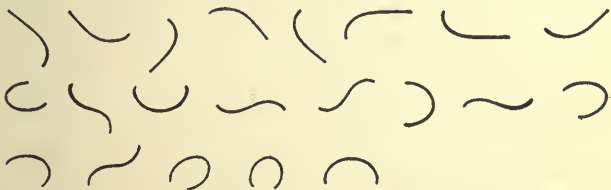
Jay Jay-Jay Tee Tee-Tee Chay Chay-Chay Bee Bee-Bee

86. **A Curved Stem is Repeated** by writing it twice without taking off the pen, making a sharp angle between the stems; thus,—



Ef Ef-Ef Dhee Dhee-Dhee Zee Zee-Zee Er Er-Er

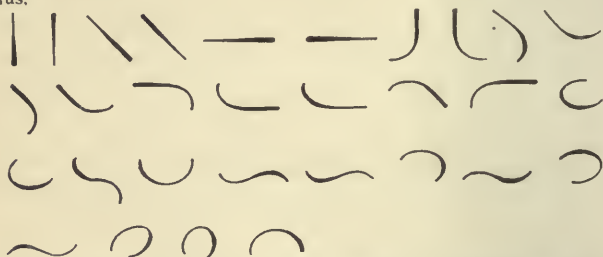
87. **Joinings without Angles.**—When stems are joined between which there is naturally little or no angle, no attempt should be made to make one, not even for the purpose of indicating where the first stem leaves off and the other begins; thus,—



KEY: Pee-Ess, Pee-En, Ess-Chay, Em-Pee, Ith-Pee, Lee-Kay, Ef-Kay, En-Ree, El-En. Ef-Er, Ef-Shee, En-Em, Shee-Lee, Er-

Ish, Fm-En, Em-Ish, Em-Ess, Lee-Shee, Lee-Ish, Lee-Ess, Lee-Er.

88. **One Light and One Heavy Stem.**—If one of such stems is light and the other heavy, the shading should be so blended about the joining that there will be no perceptible point of division; thus,—



KEY: Tee-Dee, Dee-Tee, Pee-Bee, Bee-Pee, Kay-Gay, Gay-Kay, Dee-Ish, Dee-Ef, Pee-Zee, Pee-Ing, Bee-Ess, Bee-En, Gay-Er, Ef-Gay, Vee-Kay, Em-Bee, Lee-Gay, El-Ing, Ith-Ing, Vee-Er, Vee-Shee, En-Hay, Ing-Em, Em-Zee, Em-Ing, Hay-Ish, Hay-En, Lee-Zhee, Lee-Zee, Lee-Way.

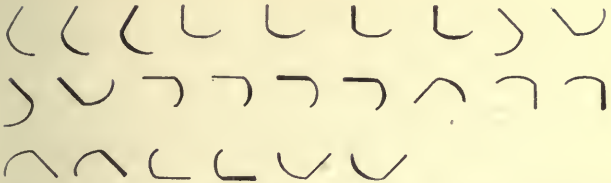
89. **Hay-Ess and Thee-En Exceptions.**—In the outlines Hay-Ess and Thee-En, because of the liability of the shading of the first stems to run too far into the second stems, an angle should be made between the stems.

90. **Both Stems Heavy.**—If both stems are heavy, and one or both are curved, and there is no angle between, no attempt should be made to sharpen or taper the ends of the curves that are toward the junction; but the shading should be continued of uniform, heavy thickness right across from one stem to the other; thus,—



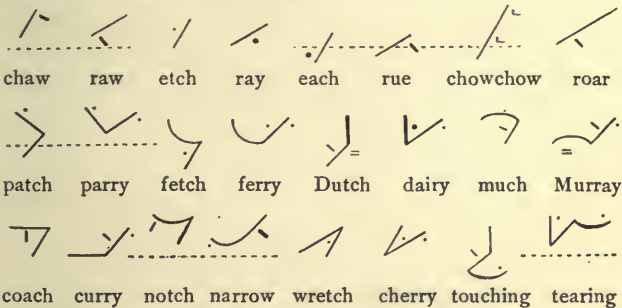
KEY: Dee-Vee, Bee-Zee, Bee-Ing, Vee-Gay, Yay-Ing, Thee-Zee, Zee-Thee, Hay-Zee, Hay-Ing.

91. **Blunt Joinings.**—When a straight stem is joined to a curved stem on its concave side, and at right angles to a line drawn from tip to tip of the curve, the point of junction must necessarily be somewhat rounded; but care must be taken in the writing so that its exact location will be apparent. Examples:



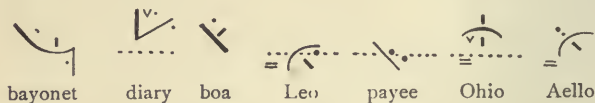
KEY: Chay-Ef, Jay-Ef, Jay-Vee, Tee-En, Tee-Ing, Dee-En, Dee-Ing, Pee-Ish, Pee-Shee, Bee-Ish, Bee-Shee, Kay-Ess, Kay-Zee, Gay-Ess, Gay-Zee, Ree-Way, Em-Tee, Em-Dee, Lee-Pee, Lee-Bee, Ith-Kay, Ith-Gay, Ef-Ree, Vee-Ree.

92. **Chay and Ree Distinguished.**—When standing alone, or only joined each with itself, Chay and Ree are distinguished by difference of slant (31). But when joined with other stems, or one with the other, these stems are distinguished by difference in the direction in which the pen moves in making them, whether down or up, as is indicated by the outline itself; and the distinction by difference of inclination need not be observed. Examples :



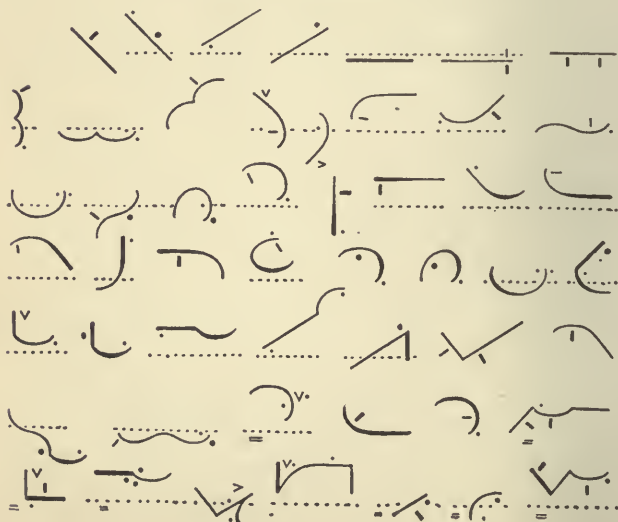
93. **Concurrent Vowels.**—When two vowels occur together between stems, they are generally separated and the first vowel written to the preceding stem, and the second vowel to the following stem, without regard to the rule at 72 (see example *bayonet*). Occasionally it is better to write both vowels to the same stem (see example *diary*). When two vowels occur together *not between* stems, as at the end or at the beginning of a word, both vowels must, of course, be written

to one stem; and the sign of the vowel that is heard farthest from the consonant must be placed farther away from the stem than the sign of the other vowel. See examples *boa*, *Aello*, etc., in the line below.



94. **Final Unaccented "A."**—Unaccented *a* or *ah*, when it occurs at the end of words and names, usually has a somewhat indefinite sound which is best written with the first-place light dot. For examples see *boa*, *Leah*, *Messiah*, etc., in the line above and in the next reading exercise.

READING EXERCISE.









WRITING EXERCISE.

95. Pop, judge, baby, gag, cake, fife, funny, mummy, pony, taffy, coke, fake, map, faith, name, many, mink, chide, manage, decay, keg, posy, peach, bony, defy, evoke, thong, pithy, type, tongue, toto, couch, tooth, gauzy, daisy, dodge, endow, baggage, mash, penny, Monday, fig, nothing, duenna, dime, chaotic, Siam, Noah, necktie.

LESSON V.

DOWNWARD AND UPWARD STEMS.

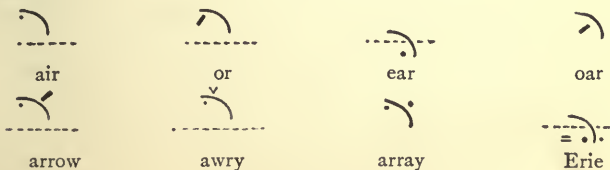
ER, REE, ISH, SHEE, EL, AND LEE.

96. The learner will recall the fact that the consonant *r* has two stems assigned to it, namely,  and , each having a name of its own, Er and Ree respectively; and that when standing alone, the stem  is always written downward, and the stem  always upward, being then called Ish and Lee. Also, that when joined to other signs both the stems  and  may be written either upward or downward; the name of the former, when struck upward, becoming Shee instead of Ish, and the name of the latter, when struck downward, becoming El instead of Lee (71).

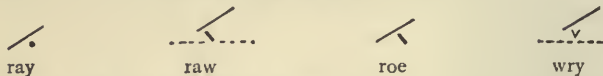
97. The following rules and directions are prescribed to regulate the use of these downstroke and upstroke stems.

98. **Use of Er and Ree not Joined.**—When an *r* stem is the only one in a word, either Er or Ree is used, in accordance with the following rules:

I. If there is a vowel-sound before the *r*, whether there is one after it or not, the downstroke Er is used; thus,—



II. If there is a vowel-sound after the *r*, and none before it, the upstroke Ree is used; thus,—



99. **R, SH, and L Stems Joined.**—When joined in outlines of two or more stems, the proper use of these downward and upward stems is determined in accordance with certain principles which will now be given.

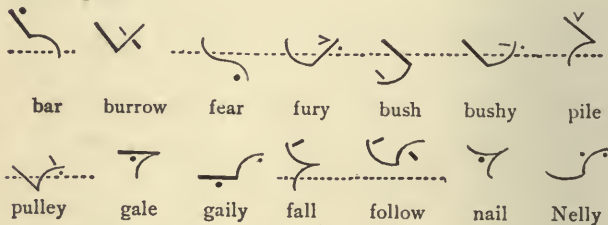
AT THE END OF OUTLINES.

100. **General Rule.**—At the termination of outlines, the last stem of which is an *r*, *sh*, or *l* sign,—

I. The upstroke is used if the word ends with a vowel-sound, and

II. The downstroke is used if the word ends with a consonant-sound.

Examples:



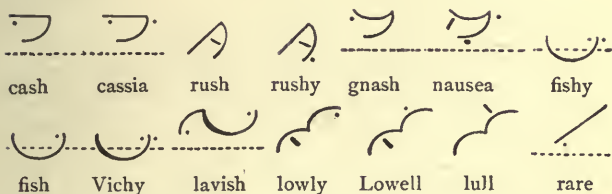
101. **Exceptions.**—In order to secure easier outlines for certain word-forms, a few exceptions are allowed to this rule. Thus, in the cases specified below, write the *sh*, *l*, and *r* stems as indicated, *without reference to whether a vowel follows or not*:

1. After Kay, Gay, Ree, En, and Ing use Ish.
2. After Ef and Vee use Shee.

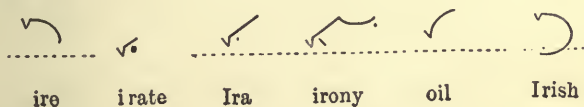
3. After Lee use Lee.

4. After Ree use Ree.

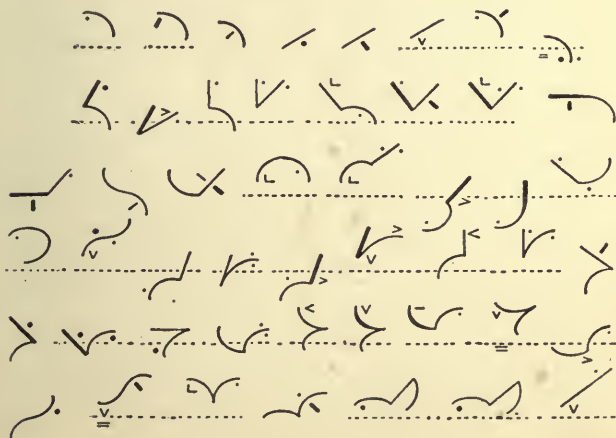
Examples:



102. The rule at 100 also applies in the case of outlines of words written with an *r* sign with an initially joined diphthong-sign. Examples:



READING* EXERCISE.



WRITING EXERCISE.

103. Ear, ore, hour (*not* our), raw, row (disturbance), rue (pronounced roo), array, era, tar, tyro, tear (pronounced teer), attire, dare, dairy, deer *or* dear, par, Perry, poor bare *or* bear, bureau, gear, far, farrow, affair, nigher, narrow, weigher, wiry, mayor, merry, layer. Josh, dash, dashy, push, lash, mush, mushy, tall, tally, dale, daily, duel, duly, pail *or* pale, polly, bill, below, coil, Kelly, gull, gully, follow, vale *or* veil, valley, shyly, early, Cosh, rush, rushy, knavish, rear.

AT THE BEGINNING OF OUTLINES.

104. **General Rule.**—At the beginning of outlines, the first stem of which is an *r*, *sh*, or *l* stem, unless the result will be a difficult or awkward word-form, the following rule is applied:

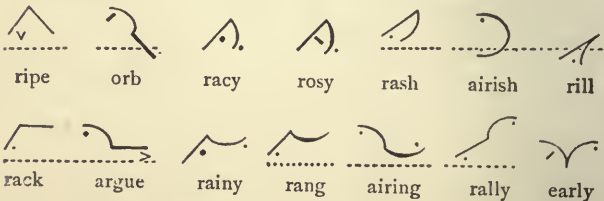
I. If the word begins with a vowel-sound, the downstroke is used.

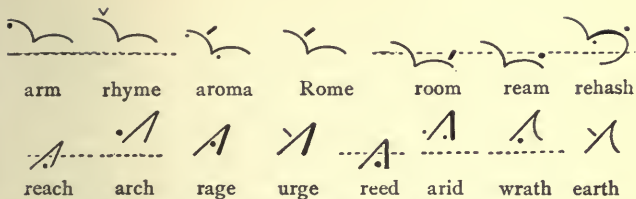
II. If the word does not begin with a vowel-sound, the upstroke is used.

105. **Exceptions.**—The exceptions to this rule are covered by the three following paragraphs (106 to 108):

106. **Use of Initial Er and Ree.**—Without regard to the rule, the downstroke Er is always used before Em and Hay, and the upstroke Ree is always used before Tee, Dee, Chay, Jay, Ef, Vee, Ith, and Thee.

Examples of the rule and the exceptions:

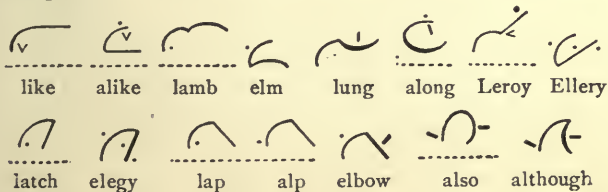




107. **Use of Initial Ish and Shee.**—Without regard to the rule, the downstroke Ish is used before all of the stems excepting Ith and Thee, before which two stems upstroke Shee is used. Before Tee, Dee, and Lee both Ish and Shee are used, as follows: When vowels follow both consonants, as in *shady, shallow*, Shee is used; otherwise, Ish is used (see *shade, Ashley*.) Examples:



108. **Use of Lee and El.**—Either Lee or El is used before all of the horizontal stems and Lee and Ree, according as the rule (104) directs; but Lee is always used before all of the other stems, without regard to the rule. Examples:



READING EXERCISE.

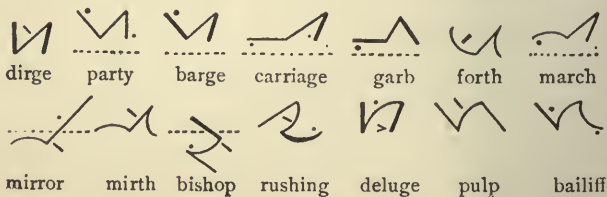


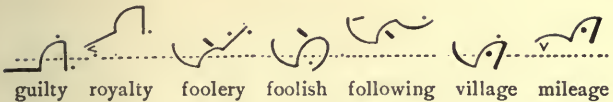
WRITING EXERCISE.

109. Rope, repay, rub, herb, ark *or* arc, rug. Rage, urge, reed *or* read *or* Reid, rood *or* rude, wrath, wreath, review. Arm, rhyme, roam *or* Rome, ream. Shop, shake, sherry, shove, Shem, chateau, shady. Lick, ilk, lucky, leg, Lena, lame, alum, limb, laying. Ledge, alto, lead, loud, lip, lobby, loathe, lathe, life, love, lassie, lazy, liar, leeway, lull, lily.

IN THE MIDDLE OF OUTLINES.

110. When a sign of the *r*, *sh*, and *l* series occurs between two stems, generally the stems Ree, Ish, and Lee are used. Examples:





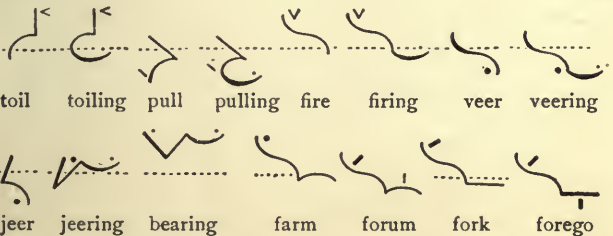
III. **Exceptions.**—The following are exceptions to the foregoing rule:

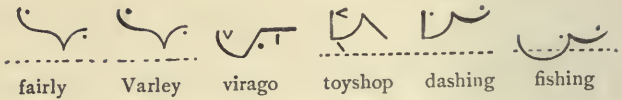
I. When the outline of a root verb ends with the downstroke El, in writing the present participle the El is generally retained; that is, it is not changed to Lee. See *toil, toiling*. A similar exception applies when the outline of the root verb consists of or ends with Ef-Er or Vee-Er; the Er being retained in the participle outline. See *fire, firing; veer, veering*. Generally, however, when the outline of the root verb ends with Er, in forming the outline of the participle the Er is changed to Ree. See *jeer, jeering*.

II. Between Ef or Vee and the stem Em, Er is always used; and between Ef or Vee and either of the stems Kay, Gay, or Lee, Er is generally used, unless there is a vowel-sound after the *r*, in which case Ree is used. See *farm to virago*.

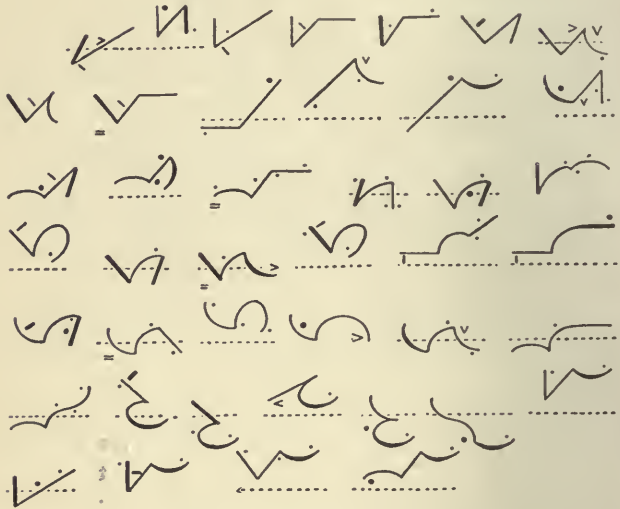
III. The upstroke Shee is used instead of Ish after the stems Tee, Dee, Ef, and Vee, and in the word *unsheathe*. See *toyshop, dashing*.

Examples:





READING EXERCISE.



WRITING EXERCISE.

112. Charity, torch, tyranny, terrify, dirty, perch, uproar, borrowing, birch, bark, gorge, rarity, merge, marriage, merino, marrying, pushing, cashing, unsheathe, lashing. Jollity, tulip, tallying, dollar, apology, policy, bulge, bellowing, bulky, oblong, calico, gallery, rallying, filch, filth, film, felony, follower, village, milch, melody, mollify, molar. Chilling, dealing, appealing, filing, faring, tiring, daring, pouring, bearing, firm.

LESSON VI.

BREVE-SIGNS FOR HAY, WAY, AND YAY.

113. Besides the heavy stems, Hay, Way, and Yay, for the sounds of *h*, *w*, and *y*, light breve-signs for writing these consonants are also provided, as explained below.

114. "**Breve**" Defined.—As the term is most generally used in this book, a "breve" is a short phonographic character, struck in various directions, and made either straight or curved, and about one-fourth the length of a consonant-stem. It is also sometimes applied to the circles and loops.

REMARK. For the names of the breves see paragraph 151.

115. **Breve-hay.**—*H* may be written with a short, light tick-sign, attached to a consonant-stem at either end, being made either perpendicular or horizontal, according to which position gives the easiest junction with such stem. Used initially before the stems En and Ing, it is struck vertically upward. It is also written upward in the middle of the outlines of a few words, to avoid using the stem Hay. This sign is usually called "Breve-hay." Examples:



hedge · hook hurry hush hum hole honey hang

REMARK. It is optional with writers whether they employ the stem or the breve sign for *h* before En and Ing, as in writing the words *hinge*, *hang*, etc. But if the breve is used it should be struck vertically upward; or, if it be inclined at all, it should be toward the slant of Pee rather than toward that of Chay.

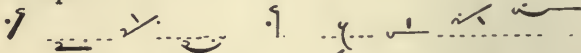
116. When breve-hay is joined at the beginning of an *l*-stem standing alone, the rule for writing *l* when it is the only stem of a word applies,—that is, it is struck upward.

117. **Breve-way.**—*W* may be written with a small semicircle, attached to a consonant-stem, and opening either to the right or to the left, according to which

position gives the easiest junction with such stem. When used initially, except before horizontals, it is generally made to open rightward. But in the middle of outlines, it is frequently turned the other way. This sign is usually called "Breve-way."

118. **Breve-yay.**—*Y* may be written with a small semicircle, attached to a consonant-stem, but opening either upward or downward, according to which position gives the easiest junction with such stem. This sign is usually called "Breve-yay."

Examples:



wage wig worry wing weighty youth yoke yarrow yank

119. **Stem-signs instead of Breves.**—At the beginning of outlines of words with initial vowels, and at the finish of outlines of words that end with vowel-sounds, as a rule the stem-signs of these consonants must be used and not the breves; as in the words *O'Hara*, *awake*, *Owego*, *Ayora*, *Lehigh*, *Kanawha*, *Himalaya*, etc.

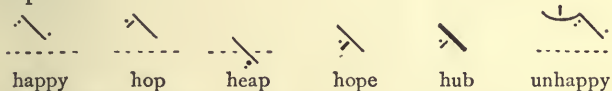
120. The principle underlying the foregoing rule is of universal application,—that if a vowel must of necessity be written to a particular consonant, such consonant *must* be written with its stem-sign. The reason for this is that as the vowels are distinguished by difference of place, we must write them to signs that have length in order to show whether they are first, second, or third place; and nothing but the stem-signs will enable us to so write the vowels. Thus, in writing *wake*, *weary*, etc., we may use the breve for *w*, because the first vowel being medial may be written to the second consonant instead of to the *w*. But in writing *awake*, *Owego*, etc., the first vowel being initial must be written to the *w*, so the stem *Way* and not the breve must be used. Likewise, in writing *hurry*, *Harry*, *hem*, etc., breve-hay may be used; but in writing *O'Hara*, *ahem!*, etc., stem *Hay* must be used, because of the initial vowel.

121. **Breve-way for Syllable "Way."**—Breve-way, however, notwithstanding the foregoing rule, may sometimes be used to represent the terminal syllable

way, especially when it will make a better junction with the preceding consonant-sign than the stem *Way*; as in the outlines of the words *by-way*, *Rockaway*, *pathway*, *hallway*, etc.

122. **Breve-yay for Syllable "U."**—Breve-yay, besides representing the simple consonant *y*, is frequently used for the sound *ū*, when it alone forms a distinct syllable; as in the words *u-tility*, *eu-logy*, *eu-phony*, *U-tica*, *nephew*, etc. In the middle of outlines it need not always be inserted. Thus, *annual* may be written N-Noid-L¹ or N-L¹, *annually* N-L¹, *manual* M-N-Noid-L¹ or M-N-L¹.

123. **Dot-sign for Hay.**—Before the stems *Pee* and *Bee* at the beginning of words, and occasionally before those and other stems in the middle of words, *h* may be written with a light dot placed near the succeeding vowel. This sign is called "Dot-hay" or "Hay-dot." Examples :

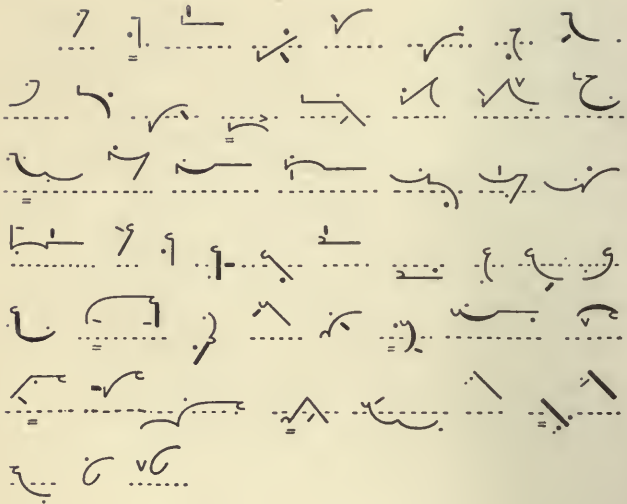


124. **Breve-hay may be joined initially** to breve-way, in words like *whiff*, etc. But generally in such cases the outlines are sufficiently complete for legibility with the aspirate omitted.

125. **Hook-breve for W on Lee.**—The stem *Lee*, with a large initial-hook, is used for *wl*, in writing such words as *well*, *Welsh*, *wealth*, *wolf*, etc. The hook is read before any vowel-sign placed to the stem. The name for this character is *Weel*.

REMARK.—This Hook-breve, which is the only exceptional expedient of the kind in the system, is of much value generally, but is especially useful in enabling us to write the word *well* in full, instead of with an abbreviation.

READING EXERCISE.

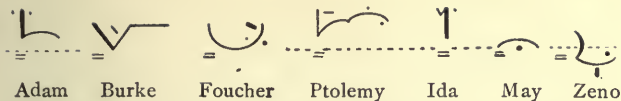


WRITING EXERCISE.

126. Huge, haughty, hog, Harry, hale, hull, hoof, hive, hung, ham, hollow, holy, hackney, harp, harangue, heresy, healing, havoc, hinge, homage, hemp ; unhook, mayhem, unholy ; Mohawk. Wedge, witty, wide, webb, wake, wag, weary, wife, wave *or* waive, width, washing ; bewitch, outwear. Yore, yam, Yeddo, yelp. By-way, pathway, Hathaway, alley-way. Utica, unique, nephew, Cayuga. Hip, whoop. Will (noun), Welsh, wolf.

CAPITALS AND PUNCTUATION.

127. **Proper Names.**—Whenever it is desirable to indicate that a shorthand outline stands for a word that begins with a capital letter, as, for instance, a proper name, it may be done by placing underneath or at the left of the first stem two short parallel lines ; thus,—



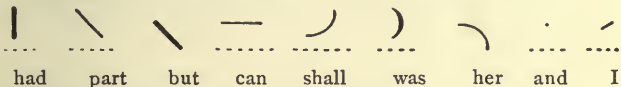
Adam Burke Foucher Ptolemy Ida May Zeno

128. **Period, Dash, and Interrogation.**—The phonographic period is a small x-shaped character (x), and the dash is written double (=). The sign of interrogation is made like Chay-Chay.

LESSON VII.

ABBREVIATIONS.

129. Of the large number of words used in speaking and writing English, fully one-half is made up by the repetition of certain common words such as *the, and, of, to, in, a, for, it, be, but, at, they,* etc., numbering less than one hundred and fifty in all. Most of these words are so briefly written in this system of phonography by their regular full outlines that no other provision is required for them. But there are several which, if the shorthand writer were obliged to always write them in full, would cause an unnecessary consumption of time and labor. For that reason they are provided with shortened phonographic forms, as illustrated by the following examples :



had part but can shall was her and I

130. “**Abbreviations**”—“**Contractions**”—“**Word-Signs.**” —Outlines of this sort are usually called “Abbreviations.” They are also called “Contractions.” And it is sometimes convenient to speak of them, especially the single-stem signs, as “Word-signs.”

131. **Not Vocalized.**—The abbreviations of phonography as a rule should not be vocalized ; not even by the beginner.

132. **Abbreviations out of Position.**—It will be noticed that the abbreviations for a few words, as *which, where, were,* etc., are written in other positions than those required by their vowels. This is done so that in unvocalized phonography they will not be mistaken for the outlines of other words. When a word usually written with an abbreviation is preceded by *to*, if put in the fourth position,

in some cases it is better to use its full outline, as, *to-advertise* Dv⁴-R-Tz, *to-change* CH⁴-N-J, *to-charge* CH⁴-R-J.¹

133. **Other Outlines out of Position.**—There are also a few other single-stem words, whose outlines are not abbreviated at all, but yet, for the reason stated in the last paragraph, are written out of their proper positions, as the words *do*, *go*, *any*, etc. Although the outlines of these words are not abbreviations, still, for convenience of reference they are included in the list. So also are words which are written entirely with vowel-signs.

CERTAIN ABBREVIATIONS DESCRIBED.

134. **“An” and “And.”**—When standing alone, both the words *an* and *and* are written with a light dot in the first-position (156).

135. **“A.”**—When standing alone, the word *a* is written with a light dot in the second-position (156).

136. **“The.”**—When standing alone, *the* is written with a light dot in the third-position (156).

137. **“I.”**—When standing alone, the pronoun *I* is written in the first-position, with a light straight breve-sign, struck upward in the direction of Ree (Roid¹).

138. **“Of.”**—When standing alone, *of* is written in the second-position, with a light straight breve-sign, struck upward in the direction of Ree (Roid²).

REMARK. The breve for *of* is removed from its natural position above the line, and placed on the line, in order to avoid conflict with the signs of *I* and *have*.

139. **“Have.”**—When standing alone, *have* is usually written with a heavy straight breve-sign in the first-position, struck downward in the direction of Jay (Joid¹). *Have* may also be written with the stem Vee.

140. **“Who” and “Whom.”**—The words *who* and *whom* are both written with a heavy straight breve-sign in the third-position, struck downward in the direction

of Jay (Joid³). When necessary to distinguish by outline between *who* and *whom*, the stem Em may be joined to Joid³ in writing *whom*.


141. "**He.**"—When standing alone, *he* is usually written with the light straight, perpendicular breve, placed in the second-position (Toid²).

142. "**Him.**"—When standing alone, *him* is usually written with the heavy straight, perpendicular breve, placed in the second-position (Doid²).

143. "**How.**"—When standing alone, *how* is usually written with the light straight, perpendicular breve, placed in the first-position (Toid¹).

REMARK. It is allowable to write *he*, *him*, and *how* with the stem Hay, placed on the line for *he* and *him* and above the line for *how*.

144. "**New,**" "**Knew,**" and "**Now.**"—The words *new*, *knew*, and *now* are written with the stem En, with abbreviated forms for the diphthong-signs, EW and OW, joined at the end ; thus,

 new, knew

 now

145. **Semicircle Breve Words.**—The words *with-out*, *when*, *with*, *what*, and *would* are written with the semicircle breves Thoid and Soid, and the word *you*, with Noid or Moid, in the manner shown in the following lists of single-sign abbreviations.

146. **One Sign for Two Words.**—Whenever in the Lists of Abbreviations there occurs an outline with the key opposite containing a hyphen, it means that the abbreviation is used for two words. Thus "give-n" indicates that both *give* and *given* are written with the same sign, namely, Gay³. It means the same thing, also, when two key-words follow a single sign, as *which* and *change* after Chay². In all such cases of double representation of words by single signs, they are words that will not conflict although written alike, the context invariably showing which word is intended.

LIST OF SINGLE-STEM ABBREVIATIONS.

ARRANGED PHONOGRAPHICALLY.

STEM-SIGNS.		
..... (.....	that	-- (..... yet, young
----- \	part	--- (..... year, your
----- \	hope)
----- \	opportunity	---)..... these
----- \	but)
----- |	had)
----- |	do)
----- |	did)
----- /	charge)
----- /	which, change)
----- /	large)
----- /	advantage)
-----	can)
-----	come)
-----	could)
-----	go)
-----	gave, together)
-----	give-n)
-----	half)
-----	for /
-----	ever /
-----	thank /
-----	worth)
-----	think)
..... (.....	that)
..... (.....	them)
.....)	was)
.....)	these)
.....)	shall)
.....)	should)
.....)	usual-ly)
.....)	from, time)
.....)	home, member)
.....)	own)
.....)	any)
.....)	now)
.....)	new, knew)
.....)	long)
.....)	among)
.....)	thing)
.....)	will)
.....)	her)
.....)	hear, here)
..... /	are, our)
..... /	where, recollect)
..... /	were)
.....)	why)
.....)	beyond)
.....)	yet, young)
.....)	year, your)
.....)	VOWELS AND REVES)
.....)	ah)
.....)	an, and)
.....)	a)
.....)	the)
.....)	I)
.....)	of)
.....)	have)
.....)	O, oh, owe)
.....)	who-m)
.....)	awe)
.....)	how)
.....)	he)
.....)	him)
.....)	without)
.....)	when)
.....)	with)
.....)	what)
.....)	would)
.....)	you)
.....)	as, has)
.....)	is, his)

LIST OF SINGLE-STEM ABBREVIATIONS.

ARRANGED ALPHABETICALLY.

----- a	----- go	----- our
----- /----- advantage	----- |----- had	-----)----- own
----- .----- ah	-----)----- half	----- \----- part
-----)----- among	----- °----- has	----- /----- recollect
----- .----- an	----- '----- have	-----)----- shall
----- .----- and	----- '----- he	-----)----- should
-----)----- any	-----)----- hear, here	----- (----- thank
----- /----- are	-----)----- her	----- (----- that
----- °----- as	----- '----- him	----- .----- the
----- \----- awe	----- °----- his	----- (----- them
-----)----- beyond	-----)----- home	-----)----- these
----- \----- but	----- \----- hope	-----)----- thing
----- ----- can	----- |----- how	----- (----- think
----- /----- change	----- '----- I	-----)----- time
----- /----- charge	----- °----- is	----- ----- together
----- ----- come	-----)----- knew	-----)----- usual-ly
----- ----- could	----- /----- large	-----)----- was
----- |----- did	-----)----- long	----- /----- were
----- |----- do	-----)----- member	----- °----- what
-----)----- ever	-----)----- new	----- c----- when
-----)----- for	-----)----- now	----- /----- where
-----)----- from	----- '----- O, oh, owe	----- /----- which
----- ----- gave	----- '----- of	-----)----- who-m
----- ----- give-n	----- \----- opportunity	-----)----- why

---f--- will	---s--- would	---u or h--- you
---ε--- with	---r--- year	---r--- your
---c--- without	---r--- yet	
---l--- worth	---r--- young	

READING EXERCISE.

() . (. f . — | — (\ /))

o x x

o / . ' . \ . r . b . ' . — |

: | | — x / — / r . o . : . x

— f < . — — — — — x /

— o | — v ; . — : . y . r . (

—) x / r . r . /

/ . —) c : | o | > x : — | c .

r . l x v | . : . / |

) < | . o x (r x : (



WRITING EXERCISE.

REMARK. Words in italics are written with abbreviations.






It may be well *for her* to *come home now*. *How I hope he will see him at his home!* *He saw all of my hay go in the mow.* *Why do they come by that new way now?* *How can I be away so long when he is on his way here?* *The day they had the row she saw them row away together.* *When will he be here with my key which he has had so long?* *Did he hear of my new bow and arrow that I had from Eli Shaw?* *We may yet rue the day that Joe Lee was here.* *He can go out on our bay and row with ease.* *She should show her new shoe to Ann.*

LIST OF TWO-STEM ABBREVIATIONS.

	acknowledge		memorandum
	anything		neglect
	assemble-y		never
	become		New York
	effect		November
	especial-ly		peculiar
	February		peculiarity
	Governor		public-sh
	health-y		regular
	help		regularity
	January		remark
	knowledge		remember
	legislature		represent
	length-y		Rev.

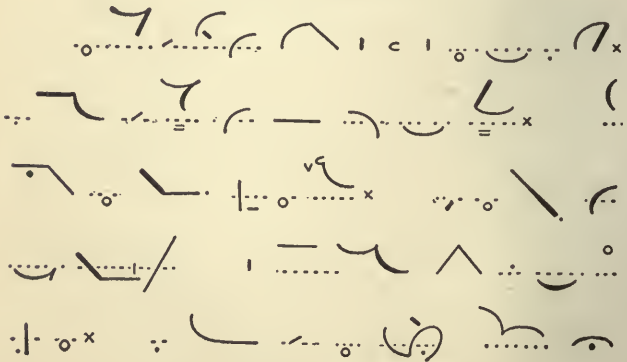
147. It is not expected that the learner will commit to memory at once all the abbreviations contained in the foregoing Lists, but most of the forms may be acquired gradually by practice on the sentences of the preceding and following Reading and Writing Exercises.

148. **"Dot-ing" for Abbreviations.**—The final syllable *ing*, when it is added to words that are written with abbreviations, is generally indicated by a light dot placed at the end of the outline, instead of using the stem *Ing*. This sign is called the "Ing-dot" or "Dot-ing." Examples:

				
giving	thinking	becoming	representing	remarking

REMARK. It is allowable also to use the dot for final *ing* for the purpose of shortening some very long outlines, such as those of the words *indemnifying*, *denominating*, etc. But the general substitution of the dot for the stem *Ing*, in writing words ending with *ing*, as is the practice of some phonographers, is not to be commended. See 257.

READING EXERCISE.



The reading exercise consists of five rows of phonographic symbols. Each row contains several different abbreviations and stems, some with dots at the end. The symbols are arranged horizontally and are meant to be read as a sequence of words or parts of words.



WRITING EXERCISE.

REMARK. Words in italics are written with abbreviations.

The law will take effect when it has the name of our Governor. I acknowledge that I did wrong in making that remark. They enjoy the voyage going to and coming from Europe. He is looking out for the regularity of his party. He may become a member of our Assembly yet. Never neglect to acknowledge a wrong. Health and length of life go together. What will become of Johnnie and Katie if you should go away for any length of time? They would feel uneasy. I was remarking that she was neglecting her duty. If he should say

anything nobody would ever know it. I shall be too busy in January and February to help you any. Knowledge is power and health is wealth. They can never match my nag.

LESSON VIII.

THE BREVE-SIGNS.

149. **Number of Breve-signs.**—There are twelve principal breve-signs used in phonography, the forms of which are here shown:

∕	|	∖	—	∕	∕	|	<	>	∪	^	o
1	2	3	4	5	6	7	8	9	10	11	12

Of these signs, Nos. 6 and 7 are shaded; all the rest are made light.

150. **How to Write the Breves.**—The breve-signs are struck as follows: Nos. 1, 6, and 7 are always written downward, and No. 5 always upward. Nos. 2, 3, 8, and 9 are usually written downward, and 4, 10, and 11, usually from left to right. No. 12 is usually struck from the right over to the left—that is, with a movement opposite to that of the hands of a clock.

151. **Names of the Breves.**—Convenient names for the straight and curved breves may be formed by adding the suffix *oid* (meaning “like”) to the sounds of the consonant-stems which, as regards *form*, *direction*, and *shading*, the breves resemble. Thus, the first eleven breves at 149 are named respectively as follows: Choid, Toid, Poid, Koid, Roid, Joid, Doid, Thoid, Soid, Noid, and Moid. The name of No. 12 is Iss.

152. **Striking Breves Backward.**—The learner should practise writing all the breves, except Choid, Roid, Joid, and Doid, backward as well as forward, as in practice they are written both ways. The arrow-heads in the following cut show the directions of pen-movements:



153. Names of Back-stroke Breves.—The back-stroke breves may be called Up-Toid, Up-Poid, Left-Koid, Up-Thoid, Up-Soid, Left-Noid, and Left-Moid.

POSITIONS OF BREVE AND DOT SIGNS.

154. Although dot word-signs, within the definition just given, are not strictly breves, for the sake of convenience the rule for their positions will be stated here, in connection with that for the breves.

155. **Rule for Breve-signs.**—The positions of Breve-signs are as follows:

First position.—The height of a Tee above the line.

Second position.—On the line.

Third position.—Just below but not touching the line.

156. **Rule for Dot-signs.**—The positions of dot-signs are as follows:

First position.—The height of a Tee above the line.

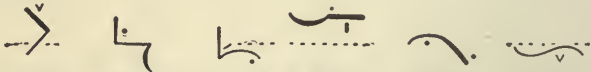
Second position.—Just above and close to the line.

Third position.—Just below and close to the line.

PHRASEOGRAPHY.

157. In writing sentences phonographically, oftentimes two or more words are joined together in one sign, without taking off the pen; very much as some rapid penmen connect words together in writing long-hand. This method of grouping words together into single shorthand outlines is called "Phraseography," and is of great practical utility to any phonographer, but more especially to the verbatim reporter.

158. **Rule of Position.**—As a general thing, in phrase-writing, the outline of the first word of a phrase is written in the position it would occupy if standing alone, and the outlines of all subsequent words are joined on after, in the order of their occurrence. Examples:



by-which take-them to-me long-ago may-be in-my

159. **Exceptions.**—There are some exceptions to this general rule, in which, for special reasons, the outline of the first word of the phrase is not written in position, but is raised or lowered so as to permit the outline of a subsequent word (usually the second) to be written in its proper position. Examples of these exceptions will be given farther on.

160. **Position with Breve Phrase-Signs.**—When a phrase is composed entirely of breve-signs, the general rule at 158 is followed, the first breve being written in its proper position and the others joined on after in the order of their occurrence.

161. **Position with Breve and Stem Phrase-Signs.**—When a phrase begins with a breve-word, but also contains a stem word or words, the breve-sign at the beginning is sometimes written in its proper position and sometimes it follows the position of the first stem-word in the phrase; as is more fully set forth in the next paragraph.

162. The breve-words that at the beginning of a phrase follow the general rule and are always written in their own positions are *who, have, how, without, when, with, what, would, and is*. The breve-words that at the beginning of a phrase lose their own positions and follow that of the first stem-word in the phrase, are *a, an, and, I, of, he, we, you-r, and as*.

163. **Breve for "A," "An," or "And."**—In phrase-writing, any one of the words *a*, *an*, or *and* may be written with the breve Poid, usually struck downward, but sometimes upward. Examples:

a-check	and-all	which-a	on-a	and-a	at-a

REMARK. In writing the phrase *and-a* (Poid¹-Up-Poid) the upper half is made first, being struck downward to the right, and the lower half is then added with an upward stroke to the left.

164. **Breve for "The."**—*The* may be written with either Choid or Roid at the end or in the middle of phrases, *but never at the beginning*. Examples:

pay-the	think-the	do-the	with-the	among-the-many

165. **"Ing-a,"** etc.—The breve Poid, detached and written in the place of the Ing-dot or stem Ing, denotes either *ing-a*, *ing-an*, or *ing-and*.

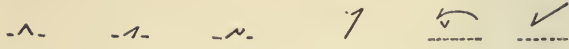
166. **"Ing-the."**—The breve Choid, detached and written in the place of the Ing-dot or stem Ing, denotes *ing-the*.

Examples:

giving-a-n-d	leaving-a-n-d	thinking-the	moving-the


167. **"I" and "Of" in Phrases** may be written with either Roid or Choid, according to which makes the best junction. Examples:

I-take	I-hope	I-can	I-think	I-make	I-was




 of-a-n of-the of-you-r of-which of-my of-our

168. **“Have” in Phrases** is written usually with Joid or Roid, but occasionally with the stem Vee. Before the words *I, a, an, we, you, your, us* or *not, have* is written with the breve Roid. Examples:



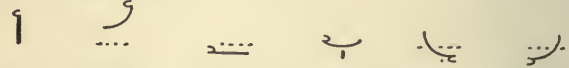
 have-the have-our have-I have-a have-we have-you-r

169. **“He” and “Him” in Phrases** are usually written with their regular signs, Toid and Doid; but both of these words may be written with Koid when that will make a better junction than the perpendicular breves. Examples:



 he-may he-could for-him he-did he-shall to-him

170. **“We” Alone and in Phrases.**—*We*, when standing alone, is written with the stem Way^s. But in phrases *we* is generally written with the breve Thoid or Soid. Examples:



 we-do we-shall we-could we-know if-we should-we

171. **Hook-breve for “We.”**—The hook-breve may be used for *we* before *Lee*, as in the phrase *we will*.

172. **“Way,” “Away.”**—At the termination of a few phrases ending in *way* or *away*, in which it is inconvenient to join the stem Way, the breve Thoid or Soid may be used instead. See 121.

173. **“You” and “Your.”**—In phrases both *you* and *your* are generally written with the breve

Noid or Moid; except that at the beginning of phrases *your* is more frequently written with the stem *Yay*³. Examples:

you-can you-think you-will thank-you in-your should-you

174. “**You,**” “**Your,**” and “**Would**” Added by Enlarging Breve.—Enlarging Thoid or Soid indicates that the word represented by the breve (as *without*, *when*, *with*, *what*, or *would*) is immediately followed by *you* or *your*; and enlarging Moid or Noid indicates that the word it represents (*you*) is followed by *would*; thus,—

without-you-r when-you-r with-you-r

what-you-r would-you-r you-would

175. “**From—To.**”—When *from* is followed by a word occurring twice with *to* between, both *from* and *to* may be omitted and yet indicated by writing the outlines of the repeated word twice close together or joined.

176. “**To**” or “**Too**” may be omitted and indicated by dropping the outline of the succeeding word entirely below the line. This is called the Fourth-Position, and is half the length of a Tee below the Third-Position of any given stem or outline.

Examples:

from-day-to-day from-time-to-time to-be too-much

177. **Caution.**—Words written with horizontal stems, as *come*, *go*, *give*, *make*, etc., should not be written in the Fourth-Position. Before such words, *to* is generally best written with Tee³.

178. "Are" Written with Ree or Er.—*Are* is written with either Ree or Er, according to the following rules:

I. Whether standing alone or joined at the beginning of a phrase, *are* is *always* written with Ree in the first position.

II. When joined in phrases, other than at the beginning, *are* is sometimes written with Er, but *never* with Ree.

Examples:

are	are-a	are-the	how-are-you	what-are

179. "Were" always Written with Ree.—*Were* is *always* written with its abbreviation Ree. It is put in the third position when standing alone or at the beginning of a phrase, or when it is the second word of a phrase that begins with a breve-word which loses its own position (see 162). In all other cases *were* is joined on after the preceding word, without regard to position (see last six phrase-signs below). Examples:

KEY. Were, were-they, were-the (*or* I), were-a, were-he, and-were, he-were, I-were, we-were, you-were, it-were, which-were-they, where-were, how-were, what-were, who-were.

REMARK. *Were* is written in the third position, instead of the second to which it naturally belongs, to distinguish it as much as possible by difference of position from *are* (Ree¹).

WRITING EXERCISE.

REMARK. Figures in parentheses refer to paragraphs of this book.

I-thank-you for giving so-much time to-my boy, and I-hope he will do well (125). Where-were-you when-the fire was raging at-my home? I-never saw anything like-them to-my-knowledge in-my-life. That-was so-long-ago that I-can remember nothing that I-did. They-were here long-enough to-do (176) much damage to-our (176) park. Will-you-look-at the lady from Canada and say what-you (174) think of her? You-were saying that-you-may-be here tomorrow to-take (176) tea with me and-my family; I-wish you-would (174) come so early that we-may enjoy the day together. Who-were with-you (174) when-you came to-New-York (176) from Nevada in November a year-ago? We-think it-would-be well to-go and live on-a farm for a month or so. Have-you-ever-had an opportunity to-see (176) how-much you-could do in-a day when-you were well and hearty (115)?

LESSON IX.

HOOKED STEMS.



180. **Hooks, Initial and Final.**—Hooks may be made at either end of any of the consonant-signs of the alphabet. When made at the *finish* of a stem, they are called “Final-hooks”; and when made at the *beginning*, they are called “Initial-hooks.” They may be made on either side of straight stems, but on only one side, the inner side, of curved stems.

181. **Hooked-stems.**—Stems with hooks attached are called “Hooked-stems.”

182. **How to Write Hooked-stems.**—A hooked-stem is always made with one continuous movement of the pen from the beginning of the stroke to its end. It

is not proper to first make the stem and then afterwards add on the hook by a separate operation of the pen.

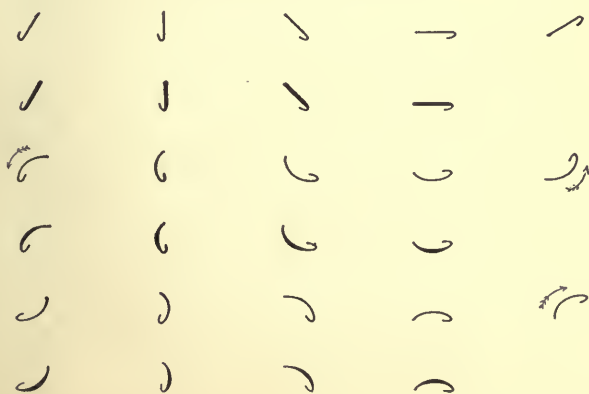
183. **Two Sizes of Hooks.**—There are two sizes of hooks used on stems, being called “Large-hooks” and “Small-hooks.”

REMARK. The learner should form the habit of making the large-hooks of a uniform and quite large size, and the small-hooks of a uniform and quite small size; so that there will never be any doubt as to which size is intended.

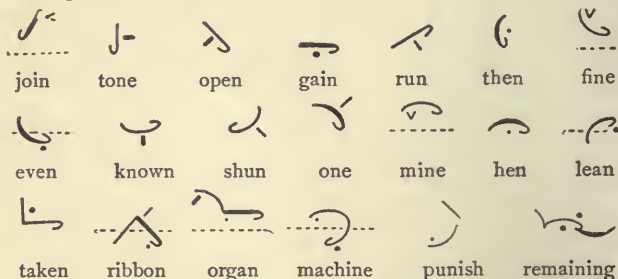
FINAL-HOOKS.

184. **Vowel Read before Final-hook.**—Any vowel-sign written to a stem with final-hook, whether it stands before the stem or after it, must always be read before the hook. Consequently when a word terminates with a vowel-sound its outline cannot end with a final-hook.

THE EN-HOOK.



185. *N* may be added to any consonant-stem by a small final-hook. On straight stems it is turned on the left side of downstrokes, and on the under side of right-strokes. On curved stems it is turned on the inner side. Examples :

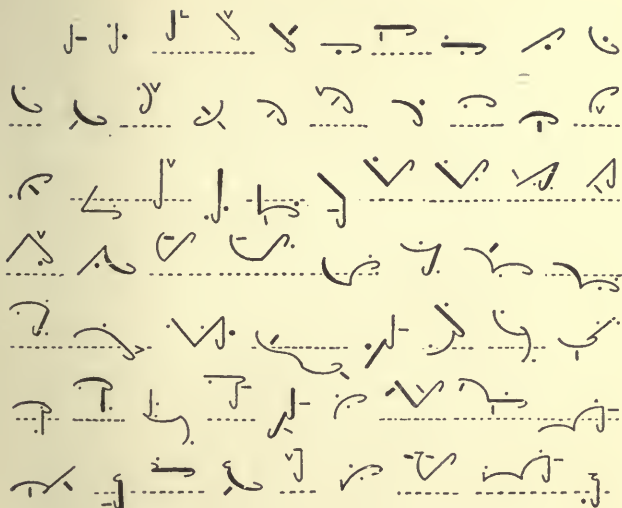


186. **Compound-stems and their Names.**—Compound-stems are formed from the simple-stems in three ways, as follows: (1) By the addition of hooks to stems, (2) By variations in the length of stems, and, (3) By both the addition of hooks and variations in the length of stems combined. The names of compound-stems are usually formed by combining the short vowel-sound *ē* with the consonant-sounds represented by the compound-stems, in such a way that in each case it will best facilitate the pronunciation of the entire group. There are a few exceptions to this rule which should be carefully noted. They are the names of the downward and upward stems, *Ish*, *Shee*, *El*, *Lee*, *Er*, *Ree*, and of *Ith*, *Ing*, and *Ess*, each having a hook attached.

187. **Names of En-hook Stems.**—The names of the En-hook stems, respectively, are as follows: *Chen*, *Jen*, *Ten*, *Den*, *Pen*, *Ben*, *Ken*, *Gen* (*G* hard as in "again"), *Ren*, *El'n* (downstroke), *Yen*, *Ith'n*, *Then*, *Fen*, *Ven*, *Nen*, *Ing'n*, *Sheen* (upstroke), *Ish'n* (downstroke), *Zhen*, *Ess'n*, *Zen*, *Ern*, *Wen*, *Men*, *Hen*, and *Leen* (upstroke).

188. "Simple-end" and "Hook-end."—The simple-end of a stem is the end which has no hook or other attachment. Both ends of any of the stems of the Phonographic Alphabet are simple. The stem of the word *join* has its upper end simple and its lower end hooked.

READING EXERCISE.



WRITING EXERCISE.

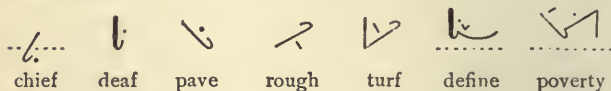
REMARK. Whenever in the Writing Exercises a word is inclosed in brackets, [], it means that the outline of that word may be found in the corresponding Reading Exercise, and that it is a guide to the writing of the word next preceding the bracketed word. See the last words in each of these two exercises.

189. June, atone, done *or* dun, pain, been *or* bin, coin, gown, run, thin, than, fun, vain *or* vein, shown, arraign, wine, men, moon, loan *or* lone; token, turn, deaden, domain, pigeon, obtain, beacon, burn, kitchen, cotton, gallon, retain, refine, orphan, famine, enjoin, shaken, remain, awaken, mutton, marine, legion, laden, linen; pardon, bargain; Danish, county, finely, window, penman, condign. Allen, Byron, Newton, Macon, Martin, Raritan, Hancock, Camden, Yadkin, Barnum, Morgan, widen, weaken, hidden, haven, human, Hampton, Whedon [wheaten].

THE EFF OR VEE HOOK.

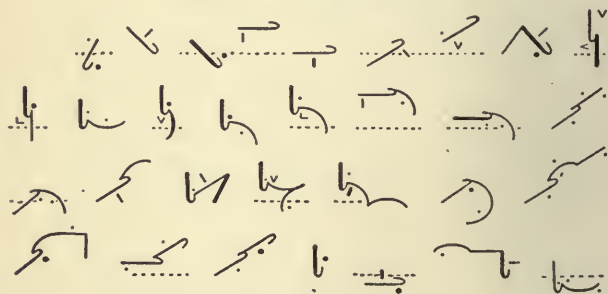


190. Either *f* or *v* may be added to any straight stem by a small final hook turned on the side opposite the En-hook. This hook is not written on curved stems. Examples:



191. Names of Ef or Vee Hook Stems.—The names of the Ef or Vee Hook stems are as follows: Chef, Jef, Tef, Def, Pef, Bef, Kef, Gef (G hard as in "gaff"), Ref.

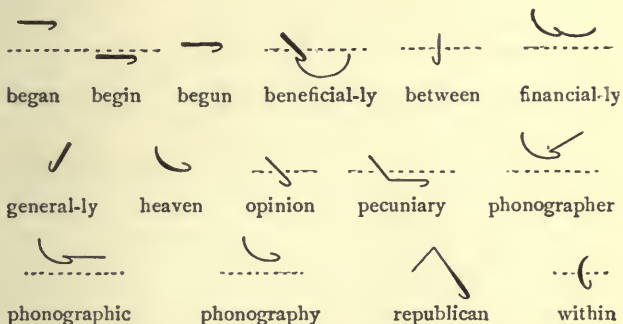
READING EXERCISE.



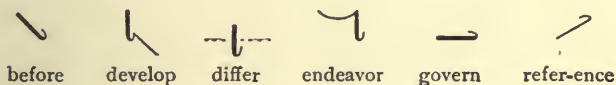
WRITING EXERCISE.

192. Chafe, tough, dive, cave, reef, rave, tariff, toughen, outfit, levote, divide, define, devisee, cover, referee, reefer, roughly, rival or rifle, adverb, divinity, devourer, beverage, rivalry, revolve, cavalry, rirraff. Gough, Tiffin, David, Dover, Baffin.

193. **En-hook Abbreviations.**—The following abbreviations contain the En-hook:



194. **Ef or Vee Hook Abbreviations.**—The following are abbreviations that contain the Ef or Vee Hook:



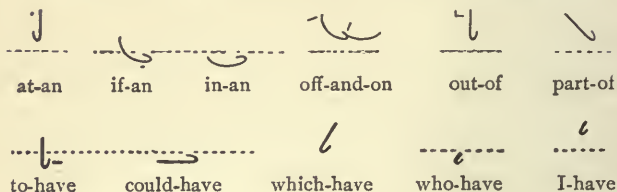
HOOKS IN PHRASE-WRITING.

195. Besides the use of the hooks to represent consonant-sounds in writing words standing alone, they are also sometimes employed in phrase-writing to indicate one or more entire words.

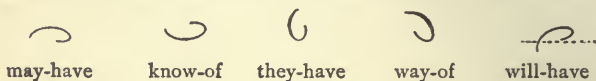
196. **En-hook in Phrases.**—The words *an*, *and*, and *own* may be written with the En-hook. The En-hook is also used for *than* after comparatives, and sometimes for *been*.

197. **Ef or Vee Hook in Phrases.**—The words *of* and *have* may be written with the Vee-hook.

EXAMPLES OF EN AND VEE HOOK PHRASES.

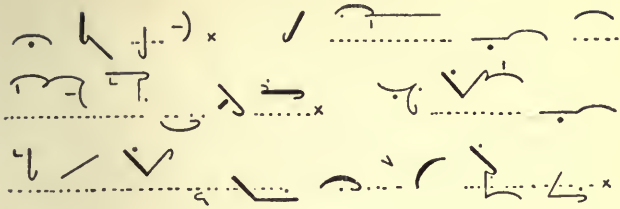


198. **Vee-hook on Curved Stems.**—A large final-hook on curved stems is sometimes used for *v*. But such use of this hook (which is identical in form and size with the Shun-hook on curves) is limited to writing the words *have* and *of* and the termination *ever* (353). Examples:



READING EXERCISE.



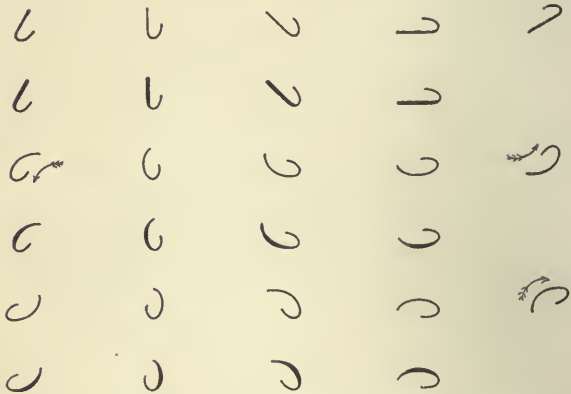


WRITING EXERCISE.

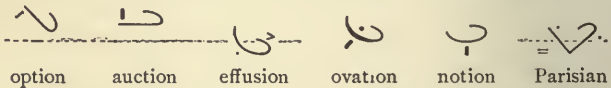
199. In my *opinion*, *within-a* minute of *half-an-hour* (196) ago, Vaughan, the *phonographer*, began *taking-the* talk down in *phonography* with-a *phonographic pen*. Martin Chapman of Camden began *phonography* the *beginning* (148) of June a *year-ago*, and now he-has become a fine *phonographer*, and can *take-down* all that Rev. Reuben Newton of Orange can say in-a 20-minute talk, *from* opening to-finish (176). One evening in June, *between* nine and ten, Ellen Logan began *running* up-and-down (196) the corn, *thinking* (148) it fine fun; *when* Nathan Allen ran out-of his barn with-a long rattan which he-had hidden (115) and had handy; and now the foolish maiden will remain *within* her kitchen window, in high dudgeon, moaning and repining at mundane venom and villainy, and wishing she could go to-a nunnery.

LESSON X.

THE SHUN-HOOK.



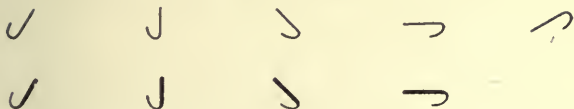
200. The syllable *shun* or *zhun* may be added to any consonant-stem, either straight or curved, by a large final-hook, turned on the Ef-hook side of straight stems, and on the inner side of curved stems. Examples:



201. In the common orthography these syllables are written with various combinations of letters, as shown in the following words: *na-tion*, *ten-sion*, *fu-sion*, *mi-ssion*, *arte-sian*, *opti-cian*, *cu-shion*, *Pho-cion*, *gen-tian*, etc.

202. **Names of Shun-hook Stems.**—The names of the Shun-hook stems are as follows: Chěshun, Jěshun, Těshun, Děshun, Pěshun, Běshun, Kěshun, Gěshun (G hard as in "gash"), Reeshun, Elshun (downward), Yěshun, Ithshun, Dhěshun, Fěshun, Věshun, Něshun, Ingshun, Sheeshun (upward), Ishshun, Zhěshun, Es-shun, Zeeshun, Ershun, Wěshun, Měshun, Hěshun, and Leeshun (upward).

THE TER OR THER HOOK.



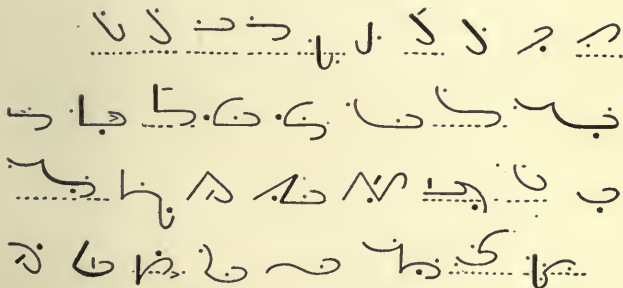
203. Any one of the syllables *ter*, *tor*, *ture*, or *ther* may be added to any straight stem by a large final-hook turned on the En-hook side.

204. **Name.**—This hook is usually called the “Ter-hook.”

205. There is no Ter-hook on curved stems. See 260.

206. **Names of Ter-hook Stems.**—The names of the Ter-hook stems are as follows: Chetter, Jetter, Tetter or Tëther, Detter, Petter or Pëther, Better or Bëther, Ketter, Getter or Gëther, and Retter or Rëther.

READING EXERCISE.











WRITING EXERCISE.






REMARK. Note that all words ending in *ation* belong to the second position.

207. Caution, gather, Russian, writer, petition, chapter, vocation, victor, ambition, embitter, location, lecture [rupture], dictation, dictator, additional, dictionary, vision, motion, allusion, attention, admission, invasion, assumption, population, redemption, injunction, invention, visionary.

208. **Shun and Ter Hook Abbreviations.**—The following are abbreviations which contain the Shun and Ter hooks:

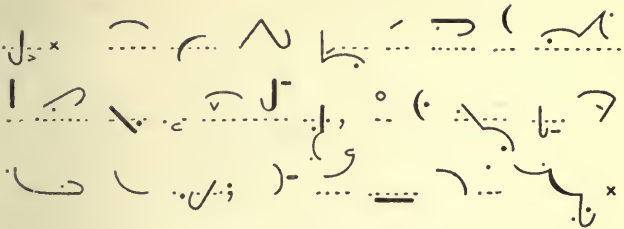
			
generation	objection	recollection	publication
			
representation	revolutionary		altogether

209. **Ther-hook in Phrases.**—The words *there*, *their*, and *other* may be written with the Ther-hook. Examples:

				
but-there	at-their	each-other	can-there	by-their

READING EXERCISE.

Reading exercise section containing multiple rows of cursive handwriting practice. Each row features various symbols and letters on a set of three horizontal lines (top, middle, bottom). Some letters are solid, while others are dashed for tracing. The symbols include the Shun and Ter hooks, and various cursive letters like 't', 'l', 'r', 's', 'c', 'e', 'o', 'u', 'v', 'w', 'y', 'z', 'x', 'm', 'n', 'p', 'q', 'd', 'k', 'g', 'h', 'i', 'j', 'f', 'a', 'b', 'c', 'd', 'e', 'f', 'g', 'h', 'i', 'j', 'k', 'l', 'm', 'n', 'o', 'p', 'q', 'r', 's', 't', 'u', 'v', 'w', 'x', 'y', 'z'. Some letters have small 'x' marks next to them, possibly indicating a specific stroke or error.



WRITING EXERCISE.

210. *I*-have-no *objection* to-*his* paying much attention to-their education. They-have a notion, in vacation, to-buy (176) a dictionary at auction. *I*-have-a *recollection* that additional *objection* was-taken to-*his* *publication* as being altogether *revolutionary*. *Would*-you rather be a writer of national renown than *an* actor of aspiration, and *have*-a *regular* invitation to cater to-one *generation* of-the American population in daily *representation* of-a highly emotional comedy? On-one occasion *an* admission was-taken that led to-a motion for rejection of-*his* invention. My daughter *is*-a better writer of fiction than she-*is* arithmetician or debater.

LESSON XI.

INITIAL-HOOKS.

211. **Order of Writing and Reading.**—Although initial-hooks are written before making the stems to which they belong, yet they are read after such stems.

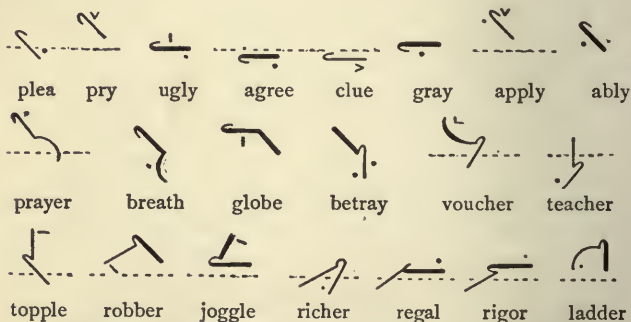
212. **Vowels and Initial-Hook Stems.**—Vowel-signs written to initial-hook stems are read as follows: If placed before the stem, the vowel is read before both stem and hook; if placed after the stem, it is read after both stem and hook.

REMARK. It will be remembered that a vowel-sign placed after a stem with a *final* hook is read after the stem and *before* the hook (184).

EL AND ER HOOKS ON STRAIGHT STEMS.

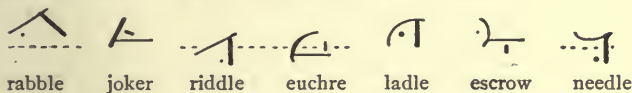


213. Either *l* or *r* may be added after any straight stem by a small initial-hook. For *l* it is turned on the right side of downstrokes, and on the upper side of rightstrokes. For *r* it is turned on the side opposite the El-hook. The following examples illustrate the use of the El and Er hooks, and show them in contrast with each other :



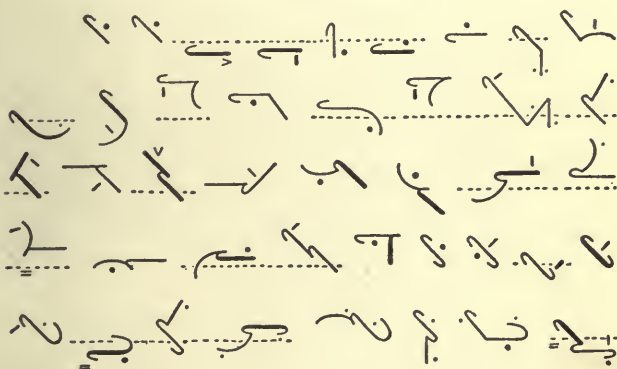
214. **Imperfect Hooks.**—When hooks occur in the middle of outlines, it is not always possible to shape them perfectly. Sometimes the tip of one stem will form a part of a hook on another stem.

and at other times a mere offset or shoulder will be all that can readily be indicated as constituting a hook. Examples :



215. **The Diagrams of the Hands.**—By holding up the Left hand before us, and bending the end of the first finger, we get the L hook. By holding up the Right hand, and bending the first finger in the same way, we get the R hook.

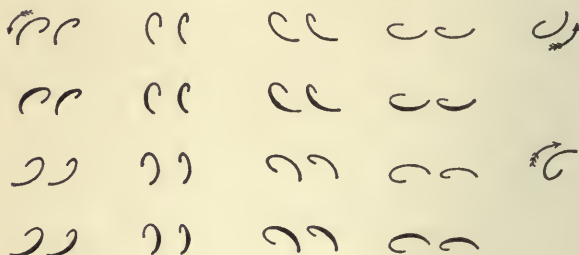
READING EXERCISE.



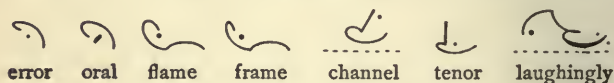
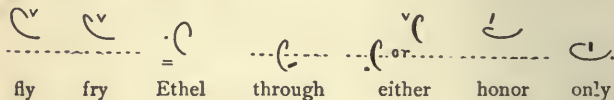
WRITING EXERCISE.

216. Blow, brew, clay, crow, able, apple, odor, pledge, prairie, trial, truck, climb *or* clime, crumb, blemish, clothing, triumph, table, dicker, double, paper, girl [curl], fiber, vocal, wager, waddle, employ, labor, label, trouble, broker, blown [plain], brain, brief, glove, platter, traitor, decline, improve, plunge, Browning, attraction, tribune.

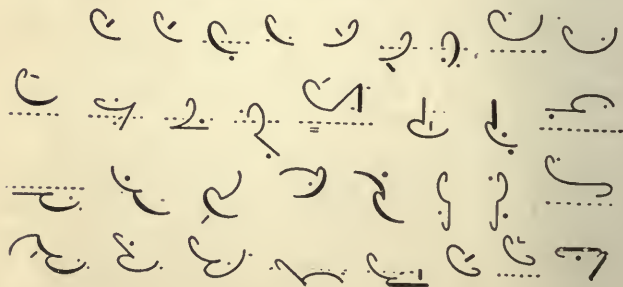
EL AND ER HOOKS ON CURVED STEMS.



217. Either *l* or *r* may be added after any curved stem by an initial-hook, the hook being made large for *l* and small for *r*. Both hooks are written on the inner side of the curve. Examples:



READING EXERCISE.



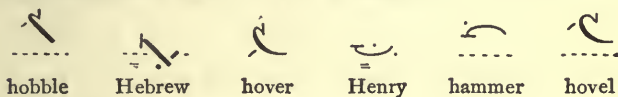
WRITING EXERCISE.

Flee, free, awful, offer, author, easel, flood, Friday, thrive, flung, energy, shrub, flurried, French, joyful, dinner, bushel, final, shiver, manner, lover, woeful, frighten, freeman, fraction, ownership, pleasure, flavor, grammar, floral, framer, thrown, ranger [granger].

218. **The Names of the Er-hook Stems** are as follows: Cher, Jer, Ter, Der, Per, Ber, Ker, Ger (G hard), Reer, El'r, Yer, Ther or Ith'r, Dher, Fer, Ver, Ner, Ing'r, Sheer, Ish'r, Zher, Es'r, Zer, Er'r, Wer, Mer, Her, Leer. The names of Er-hook stems which also have final hooks, as the outlines of *brain*, *brief*, *crave*, *Grecian*, *traitor*, etc., are formed thus: Brĕn, Brĕf, Krĕv, Grĕshun, Trĕtter, etc.

219. **The Names of the El-hook Stems** are as follows: Chel, Jel, Tel, Del, Pel, Bel, Kel, Gel (G hard), Reel, El'l, Yel, Thel or Ith'l, Dhel, Fel, Vel, Nel, Ing'l, Sheel, Ish'l, Zhel, Es'l, Zel, Erl, Wel, Mel, Hel, Leel. The names of El-hook stems which also have final hooks, as the outlines of *clean*, *blown*, *bluff*, *blotter*, *flown*, etc., are formed thus: Klĕn, Blĕn, Blĕf, Blĕtter, Flĕn, etc.

220. **Breve-hay before Initial-hooks.**—Breve-hay may be joined before any stem with initial-hook, and in practice the following plan is found to be best: Before any downward stem with initial-hook, use Toid; before any rightward stem with initial-hook, use Koid; before Mel, use Up-Toid. Examples:



221. **Stenotypy.**—Phonographic characters and outlines may be represented by the ordinary printing letters in the following manner:

1. All stem-signs are represented by capital letters,—(a) downstrokes and horizontals by ROMAN CAPITALS, and (b) upstrokes by *ITALIC CAPITALS*.

2. All other signs that are used for consonants, as breves, hooks, etc., as well as the signs for the simple vowels, are represented by lower-case or small letters. The diphthongs, however, are represented by small capitals.

3. A hyphen between two stenotypes indicates that the signs they represent are to be joined together in writing.

REMARK. It will be noted that the stems Shee, Lee, and Ree, which are upstroke stems slanting to the right, are represented by capitals that slant to the right (*SH, L, R*). See Alphabet, page x., fourth and eighth columns, and paragraph 51. The double letters ZH and DH are used respectively for the heavy mates of Ish and Ith, and TH is given exclusively to Ith.

Examples: CH, J, T, D, P, B, K, G, *R, L* (El as in *fail*), Y, TH, DH, F, V, N, NG, *SH* (Shee as in *bushy*), SH, ZH, S, Z, R, W, M, H, *L* (Lee as in *lay, follow*); Pn, Fn, Tf, *Rv*, Kshn, Nshn, Vzhn, Ptr, *Rthr*, Pl, Pr, Fl, Fr, Kw; B-K, N-M, Pn-NG, Dv-N, P-Pr; h-M, h-D, w-CH, w-K, y-M, y-TH; Pā (*pay*), Mā (*ma*), Boi (*boy*), Brā-K (*break*), Bl-ḡM (*bloom*).

LESSON XII.

SPECIAL VOCALIZATION.

222. An ordinary vowel-sign—dot, dash, or diphthong-angle—placed after a stem with an initial-hook, is read after both stem and hook (212). Hence it follows that in writing such words as *toil, tire, pail, power, fail, fire*, etc., their outlines, to be capable of being vocalized in the usual way, must be formed of stem-signs, and the El and Er hooks cannot be used.

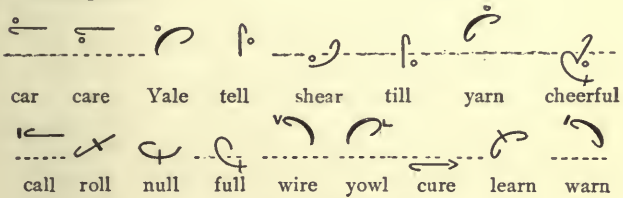
223. But, for the purpose of securing briefer and better outlines for a considerable number of words, some of which are of frequent recurrence, by the use of initial-hook stems, even when there is a distinct vowel-sound between the consonants they represent, a method of special vocalization is provided, by which such vowels may be indicated so as to be read between a stem and its initial-hook. It is as follows:

I. **The Six Dot-Vowels** are written with a small circle put in the three regular vowel-places at the side of the initial-hook stem; being usually written before the stem for the long-vowels, *ah, ā, ē*, and after the stem for

the short-vowels, *ă*, *ĕ*, *ĭ*. But if, because of the form of the outline, it is more convenient to write the circle on one side of a stem than on the other, it may be placed on that side, whether the vowel is long or short. See the word *cheerful*, in which the circle is placed after the stem for the long-vowel *ē*.

II. **Dash-Vowels and Diphthongs** are written with their ordinary signs, and in their usual positions, but are struck across or at the end of the initial-hook stem.

Examples:



READING EXERCISE.



WRITING EXERCISE.

224. Carbon, shell, mark, church, more, yawl, shore, harm, Norway, journal, harbor [Harper], normal, curb, lurch, torture, paragraph, sharp, Fulton, full, termination, valve, hark, attorney, marble.

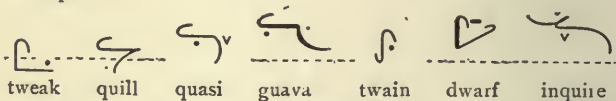
REMARK. The primary use of the initial-hooks for *l* and *r* is to represent these two liquids when they occur after certain consonants with which they blend and form double-consonants, which are uttered by a single effort of the voice. They are so employed under the following circumstances: (1) When there is a vowel-sound heard after the liquid, but none immediately before it,—as in the words *play*, *pry*, *tree*, *clay*, *black*, *grope*, *betray*, *flee*, *fray*, *throw*, *shred*, *defray*, *apply*, *ugly*, *only*, *kingly*, etc., and, (2) when there is no vowel-sound heard after the liquid in the same syllable, and the only vowel-sound heard immediately before it is the slight sound that is produced by or during the sounding of the two blended consonants themselves,—as in the words *apple*, *able*, *addle*, *odor*, *acre*, *ogle*, *double*, *tunnel*, *neighbor*, *favor*, *bushel*, etc. Therefore, the employment of initial-hooks for *l* and *r* when distinct vowel-sounds immediately precede them, instead of the stem-signs for these consonants, in the manner just explained, is a matter of license merely, and as such is subject to considerations of expediency only, and is to be regarded altogether from the standpoint of the practical shorthand writer and his needs; and so it would seem that no general rule governing their use is possible. Attempts have been made, however, by teachers of phonography to devise rules which will enable one to always determine when, in writing words of this class, the El and Er hooks should and should not be used, but heretofore without satisfactory results. Either the rules have not been in harmony with the practice of experienced phonographers, or the exceptions have been so numerous that the rules were of no value. The reason of this is that there are so many conflicting elements in the problem that it is impossible to make a rule that will cover even a majority of the cases. Each stem is a law unto itself. If the stem-sign of a liquid does not join easily after a particular stem, then the hook is apt to be used,—otherwise not. Thus, to illustrate, the downstroke Er does not make a good junction with Kay, so in nearly all outlines containing the consonants *kr*, with intervening vowel-sound, the hook is used (Kr); while, on the other hand, the same stem, Er, does make a good junction with Tee, and hence we find that the hook is sparingly used for *tr* when there is an intervening vowel. And, besides, it may be added, oftentimes the necessity of avoiding the use of like outlines for conflicting words has something to do with determining when the hooks may and may not be so used. The author is of the opinion, therefore,

that the student will find it easier to learn separately the various word-outlines coming under the head of "special vocalization," than to attempt to apply to them any rule or set of rules that has as yet been suggested. To illustrate what is meant in the foregoing statement, and to assist the learner in the work of memorizing outlines, the following list of words is given, with directions as to the proper way to write them: Use CHl in 'challenge, child, children, chilblain,'—CH^lL in 'chill, chilled, chilling,'—CH-L in 'chilly, chilliness,'—CHr in 'charitable, charm, charter, chairman, cheerful, chirp, church, churn,'—CH-R in 'char, chart, chair, cheer, chore,'—CH-R in 'chary, cheery, chirrup,'—Jr in 'jargon, German, german, George, journal, journey, jurisdiction,'—J-R in 'jar, jeer,'—Tl in 'tell, telegraph, telephone, telescope, till (*prep.* or *conj.*), told, tolerable,'—T-L in 'tall, tale, tile, till (*v.* or *n.*), toil, toll, tool,'—Tr in 'term, terminate, torment, toward, towards, torture, turtle,'—T-R in 'tar, tare, tire, tore, tier,'—T-R in 'tarry, terrible, torch, torpid, tory, tariff,'—Dr in 'dark, dear (in phrases), direct, dirk, dormant, duration, during,'—D-R in 'dare, dear (not in phrases), deer, dirt, door,'—D-R in 'darn, dearth, derange, derrick, dirty, Doric,'—Pl in 'palpable, palpitation, pilgrim, political,'—P-L in 'pal, Paul, pile, pole, pool, pull,'—P-L in 'paltry, pulley, pillage,'—Pr in 'paragraph, parcel, parliament, parlor, partial, particle, partner, per, perceive, perfect, pervert, perhaps, perjury,'—P-R in 'par, pare, pour, purr, poor,'—P-R in 'pure, parch, parry, perish,'—Kl in 'calamity, calculation, call, calumny, Calvin, coal, cold, collect, college, column,'—K-L in 'coil, keel, kill,'—Kr in 'car, care, core, cure, occur, cornice, corporation, cur, curb, curve, curtain,'—K-R in 'carry, curry, corn, current, curly,'—Gl in 'galvanic, gold, Gould, gulf,'—G-L in 'Gaul, guile, gale, goal, gull,'—G-L in 'galley, gully, gallop,'—Gr in 'garden, gargle, garland, garlic, garment, garnet, garnish, gorgeous, gormand, guard, guardian, regard, gurgle,'—G-R in 'gear, gore,'—G-R in 'garret, garrison, geared, gored, gorge, Gerry, gory,'—Rl in 'rail, roll, real, rule, realm, realty, relapse, relative, relevant, relief, rely,'—R-L in 'roil, royal,'—R-L in 'rally, relay,'—Yl in 'yaw, Yale, yell, yowl, yield, Yule,'—Yr in 'yarn, yard, yearn, yerk, yore,'—Thr in 'thermometer, third, thirst, Thursday,'—Dhr in 'their, there,'—Fl in 'full, fully, philosophy, fulcrum, fulgent,'—F-L in 'fall, file, foil, foul, fail, fell, feel, fill,'—F-L in 'fallow, follow, folly, fulsome,'—Fr in 'farther, far (in phrases), farth-

ing, ferment, fertile, fervent, forge, forger, former, formidable, fortify, fortune, furbish, furnish,'—F-R in 'far, fare, fire, fore, fur, fear, farm,'—F-R in 'farrow, farina, ferry, ferocious, fury, fern,'—Vl in 'value, valve, velvet, volcano, volume, vulgar,'—V-L in 'vile, vale, veal, ville,'—V-L in 'valley, volley, vilify, villany, volition,'—Vr in 'very, verb, verbatim, verge, verify, virtue, vortex,'—Nl in 'null, nullity, nullify, analogy, analytic, enlighten, only, enlist,'—N-L in 'Nile, nail, kneel, knell, knoll,'—N-L in 'Nelly, newly, inlay, annually,'—Nr in 'narcotic, narrative, near, nerve, enrich, nor, normal, north, nourish, nurse, nurture,'—N-R in 'nigher, ne'er, newer,'—SHl in 'shawl, shell, shelf, shoulder, shield,'—SHr in 'share, sharp, shark, sheriff, shirk, shirt, shore, short,'—Sr in 'assort, assortment, assert, assertion,'—Wl in 'while, whale, wheel (234), awhile,'—Wr in 'war, ward, wear, wore, warm, warn, wire, word, work, worm,'—Ml in 'male, mail (*n.*), mile, malpractice, maltreatment, melancholy,'—M-L in 'mail (*v.*), mailed, mailing, mill, maul,'—Mr in 'marble, mark, marshal, mercenary, merchant, more, morgue, morn, mortgage, mourn, murder, murmur, mere, merely,'—M-R in 'mar, mare, mire,'—M-R in 'margin, March, marsh,'—Hr in 'harbor, hard, hare, heark, harm, harmony, heart, hire, hurt,'—Toid-R in 'harness, hardy, hearty, harp, harvest,'—Lr in 'lard, lark, learn, lord, lurch, lurk,'—L-R in 'lower, liar, leer, allure.'

WAY-HOOK ON STRAIGHT STEMS.

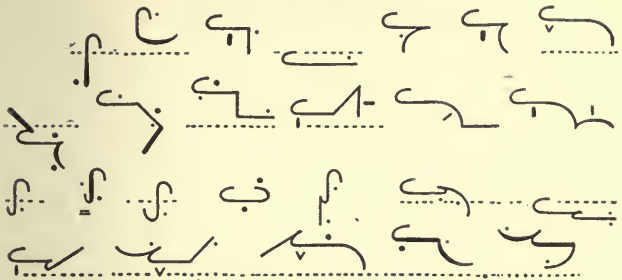
225. The sound of Way may be added after any straight stem by a large initial-hook on the El-hook side. Examples:



226. Names of Way-hook Stems.—These stems may be named by inserting the sound of Way into the names of the respective simple stems, thus, Tweek, Dweek, Pweek, Bweek, Kway, Gway, etc.

REMARK. In phrase-writing, a large initial-hook on the Er-hook side of straight stems may be used to indicate that the sound of Yay follows. This is called the Yay-hook, and its use will be explained farther on.

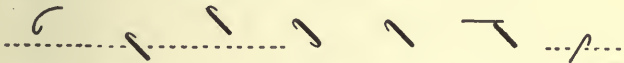
READING EXERCISE.



WRITING EXERCISE.

227. Twig, twill, dwell, quiet, quake, query, equal, quash, queer, quench, twine, queen, Gwynn, quaff, equator, twinge, quotation, quibble, quaker, unequal, liquid.

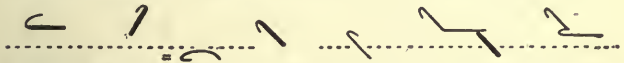
228. **Initial-Hook Abbreviations.**—Each of the following abbreviations contains an initial hook:



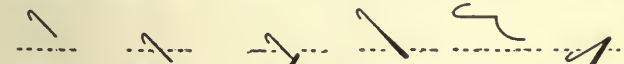
already belief-ve belong brethren brother capable children



collect correct degree deliver Dr. during dwell Jr.



language larger Mr. number people practicable practical

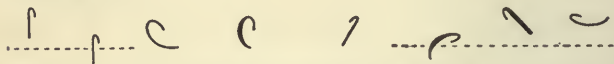


practice principal-le privilege probable-y qualify religion

229. **El-Hook in Phrases.**—The words *all* and *will* may be written with the El-hook.

230. **Er-Hook in Phrases.**—The words *are*, *our*, and *or* may be written with the Er-hook.

Examples:



at-all it-will for-all they-will which-are you-are by-our on or

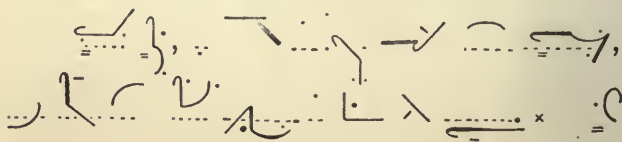
231. **“There,” “Their,” “Other,” and “At-all.”**—The words *there* and *their* are written with the stem Dher in the second-position, and the word *other*, with Dher in the first-position. According to the general rule of position, *there* and *their* belong to the first-position, and *other* to the second. But because of the liability in rapid writing of the word *there*, if written with Dher¹, to conflict with the phrase *at-all* (Tel¹), *there* and *their* are made to exchange positions with *other*, as the latter word does not so conflict with that phrase.

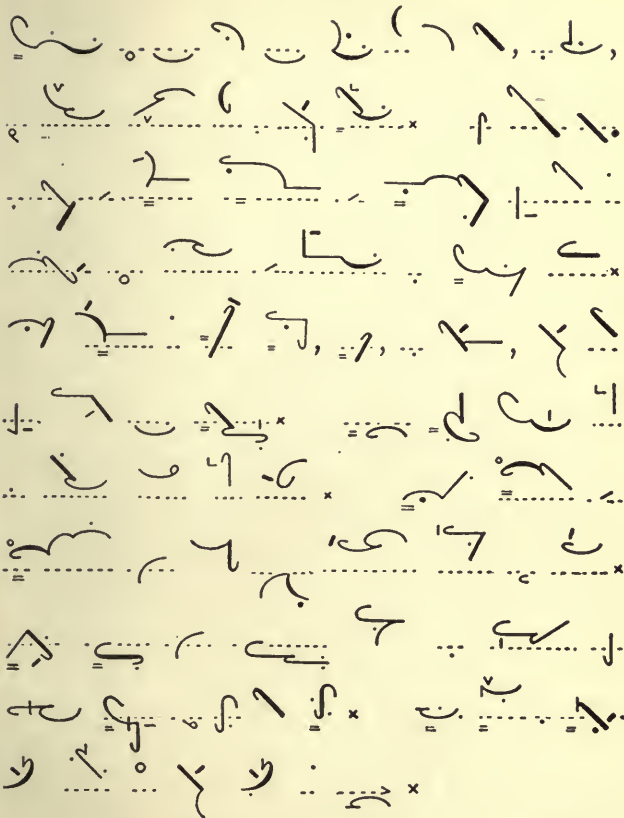
232. **“Over” and “Owner.”**—Also, for practical reasons, the words *over* and *owner* are written in the first-position (Ver¹ and Ner¹) instead of the second. See *over* and *own* in List of Words and Phrases Specially Distinguished.

233. **“Very.”**—The word *very*, because of its frequency, is written with the single stem Ver, and not with the two stems Vee-Ree.

234. **“While,” “Whale,” “Wheel.”**—The words *while*, *whale*, and *wheel* are written with the stem Wel in the first, second, and third positions respectively.

READING EXERCISE.





WRITING EXERCISE.

Dr. Draper, the preacher, can portray [Pr-Tr] treachery with proper grammar and much fervor [Fr-Vr]. Michael Brady, a big brawny trooper from Dublin, can play both the bugle and the fiddle in-a manner that-is very trying to-a neighbor. My teacher, Mr. Tucker, will take dinner every [Vr] Friday in April with Honorable Henry Humphrey. You-are-sure to-call on-or-before Friday morn-

ing. *An erasure in-his ledger gave the book-keeper much torture [Tr-CHr]. Already the children that belong to-poor people can have-a practical education which-will qualify them for any labor of life, and make them capable of doing work that-will bring greater pay than ever before. As Patrick is utterly incapable [see capable] of telling-the (166) truth, no-one will believe him at-all. He-should acquire religion ;—it-would-be the correct thing to-do. Oliver Jeffrey has trouble with-his liver. It-will require a quire of paper for Mr. Cragin of Quebec to-make a will [Weel] that-will bequeath his property in-an equitable manner to-all his twenty [Twn-T] children. Mr. Huber, the hammer maker, and Mr. Hubbell, the owner of-a very fine heifer, will higgle and haggle over a penny.*

PLURAL-VOWEL SIGNS.

235. Directions have heretofore been given (93) for writing Con- current-Vowels, both between stems and otherwise, with their regular dot and dash signs ; and it may be added that it is entirely proper to always write them with those signs. There are, however, certain groups of vowels, of quite frequent occurrence, in which one element is always the short vowel *ɪ*, for which special signs are provided, each of which represents a single group ; hence they are called " Plural-Vowel Signs." A simple vowel is a sound produced while the vocal organs are held in a fixed or nearly fixed position. A diphthong is a sound made while the vocal organs are passing from one position to another, and is, therefore, changing throughout its entire length. A diphthong, like a simple vowel, is always sounded in one syllable ; while a double-vowel is always divided into two syllables. The Two-Vowel Signs are composed of two ticks or breves, joined so as to form acute angles, similar to the signs of the diphthongs, *ɪ*, *oɪ*, and *ew*, as shown in the table on page 84. It will aid in learning these signs to note that signs that represent all dot-vowel sounds open either upward or downward (see first line of table) ; and signs which stand for groups, one element of which is a dash-vowel, open either rightward or leftward (see second line of table). As will be observed, the three diphthongs just mentioned fall naturally into appropriate places in this scheme of double-vowel representation. But, as the other diphthong, *ow*, is a glide-sound from *ɔ* to *oō*, it lies outside of the scheme ; therefore, the author devised for it another form of sign.

TWO-VOWEL SIGNS.

236. The diphthong-sign I , with the first part shaded, represents the long dot-vowels followed by Y , as follows :

FIRST-PLACE.—Put in the place of ä it represents ä-Y , as in *hur-rahing*.

SECOND-PLACE.—Put in the place of ā it represents ā-Y , as in *grayish*.

THIRD-PLACE.—Put in the place of ē it represents ē-Y , as in *deity*.

237. The same sign inverted, with the last part shaded, represents the long dot-vowels preceded by Y , as follows :

FIRST-PLACE.—Put in the place of ä it represents Y-ä , as in *piano*.

SECOND-PLACE.—Put in the place of ā it represents Y-ā , as in *opiate*.

THIRD-PLACE.—Put in the place of ē it represents Y-ē , as in *minutiæ*.

238. This same reversed sign, made light throughout, represents the short dot-vowels preceded by Y , as follows :

FIRST-PLACE.—Put in the place of ä it represents Y-ä , as in *piazza*.

SECOND-PLACE.—Put in the place of ě it represents Y-ě , as in *acquiesce*.

THIRD-PLACE.—Put in the place of Y it represents Y-Y , as in *varying*.

239. The diphthong-sign OI , with the first part shaded, represents the long dash-vowels, followed by Y , as follows :

FIRST-PLACE.—Put in the place of a (aw) it represents a-Y , as in *drawing*.

SECOND-PLACE.—Put in the place of ō it represents ō-Y , as in *showy*.

THIRD-PLACE.—Put in the place of o (ōo) it represents o-Y , as in *Louis* (loo-Y).

240. This sign reversed, with the last part shaded, written in the second-position represents Y-ō , as in *folio*.

241. This same reversed sign, made light throughout, represents the short dash-vowels, preceded by Y , as follows :

FIRST-PLACE.—Put in the place of ö it represents Y-ö , as in *periodic*.

SECOND-PLACE.—Put in the place of ü it represents Y-ü , as in *odium*.

THIRD-PLACE.—Put in the place of ø (ö) it represents Y-o , as in *few* (being the true diphthong EW).

THREE-VOWEL SIGNS.

242. The vowel Y may be joined, either finally or initially, to each of the diphthongs, I , OI , OW , EW , by a light tick, struck at a sharp angle to the part of the sign to which it is attached, as in *buying*, *toying*, *vowing*, *Dewey*, *genii*, etc.

TABLE OF PLURAL-VOWEL SIGNS.

1	2	3	4	5	6	7	8	9
$\text{v} \vdots$	$\text{v} \vdots$	$\text{v} \vdots$	$\text{v} \vdots$	$\text{v} \vdots$	$\text{v} \vdots$	$\text{v} \vdots$	$\text{v} \vdots$	$\text{v} \vdots$
ä-ï	ä-ï	ē-ï	ï-ä	ï-ä	ï-ē	ï-ä	ï-ē	ï-ï
10	11	12	13	14	15			
$\text{<} \vdots$	$\text{<} \vdots$	$\text{<} \vdots$	$\text{>} \vdots$	$\text{>} \vdots$	$\text{>} \vdots$			
ä-ï	ō-ï	ō-ï	ï-ō	ï-ō	ï-ū			
16	17	18	19	20	21	22		
$\text{v} \vdots$	$\text{v} \vdots$	$\text{v} \vdots$	$\text{v} \vdots$	$\text{v} \vdots$	$\text{v} \vdots$	$\text{v} \vdots$		
I-ï	OI-ï	OW-ï	EW-ï	ï-I	I-OI	I-OW		

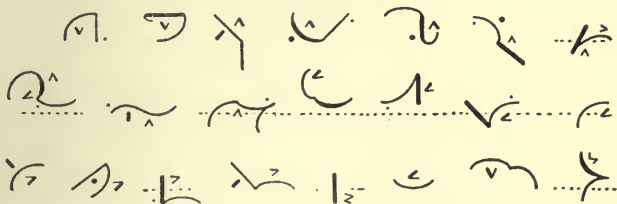
243. **Horizontal Signs Inclined.**—The horizontal plural signs, for greater ease in writing, may be inclined a little towards the slant of the stems *Chay* and *Ree*; thus $\text{ } \overset{\curvearrowright}{\text{...}}$ *drawing*, $\text{ } \underset{\curvearrowleft}{\text{...}}$ *showy*, $\text{ } \overset{\curvearrowright}{\text{...}}$ *folio*, $\text{ } \overset{\curvearrowright}{\text{...}}$ *boyish*.

244. **License in Use of Plural Signs.**—As a rule the plural signs are intended to represent groups of vowels in which there is the constant element ï . And yet they may sometimes be used with safety and advantage for groups which have some other unaccented short-vowel in place of the ï ; as in the words *mayor* (No. 2), *theater* (No. 3), *Noah* and *Owen* (No. 11), *vial* and *viol* (No. 16), *vowel* and *avowal* (No. 18), *fuel* (No. 19), etc. So, too, in a plural sign, the breve for ï may also stand for the long-vowel ē , as in using No. 4 for ē-ä in *Iago*, No. 5 for ē-ä in *creator*, No. 7 for ē-ä in *theatrical*, No. 13 for ē-ō in *geometrical*, No. 14 for ē-ō in *theology*, etc.

245. The phonographer will find all of the plural signs given in the table quite useful at times: but the ones that will occur most

frequently, and should, therefore, be thoroughly mastered, are Nos. 2 (ā-ŷ), 5 (ī-ā), 7 (ī-ā), 10 (ā-ŷ), 11 (ō-ŷ), 12 (ō-ŷ), 13 (ī-ō), 14 (ī-ō), 15 (ī-ū), and 19 (EW-ŷ).

READING EXERCISE.



WRITING EXERCISE.

246. Clayey, gayety, deviate, create, creation, Amelia, Assyria, Bolivia, menial, drawing, sawing, showy, heroic, shoeing, shrewish, folio, Ontario, Gideon, odium, gluey, vacuity, Noah, fuel, riot, vial or viol.

LESSON XIII.

MODIFIED STEMS.

247. **Definition.**—A stem is said to be “modified” when it is made either one-half its ordinary length or twice its ordinary length.

248. **Halving Principle.**—Halving the length of a stem to add something to its signification, is called the “Halving Principle.”

249. **Lengthening Principle.**—Doubling the length of a stem to add something to its signification, is called the “Lengthening Principle.”

250. **Order of Reading.**—Consonant sounds that are added to any stem by means of either principle of

modification, Halving or Lengthening, are always read after the stem and its vowel-signs, and after its final-hook, if it have one. It is the very last part of the word to be sounded. Hence, if a word ends with a vowel-sound, its outline cannot terminate with a modified stem.

HALVING PRINCIPLE.

251. "T" or "D" Added by Halving.—Either *t* or *d* may be added to any stem, straight or curved, simple or hooked, by making it half its ordinary length.

252. The Names of the Half-length Stems are Chet or Ched, Jet or Jed, Tet or Ted, Det or Ded, Pet or Ped, Bet or Bed, Ket or Ked, Get or Ged, Ret or Red, Elt or Eld, Yet or Yed, Thet, Thed, or Itht, Dhet or Dhed, Fet or Fed, Vet or Ved, Net or Ned, Ingt, Sheet, Isht, Zhed, Est, Zed, Ert or Erd, Wet or Wed, Met or Med, Het or Hed, and Leet or Leed; Chent, Tend, Bent, Rent, Fend, Vent, Nent, Essent, Ernd, Mend, Lent, Pëshunt, Fëshund, Enshunt, Chetterd, Betterd or Bëtherd, Plet, Gled, Tred, Bred, Flet, Fred, Nerd, Lerd, Plent, Trend, Frend, etc.

Examples :

		—	—	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿
Tee	Tet	Kay	Ket	Ef	Fet	Ing	Ingt	Den	Dent	Ven	Vent
↘	↘	⤿	⤿	↘	↘	⤿	⤿	⤿	⤿	⤿	⤿
Per	Pret	Vel	Velt	Plen	Plent	Tren	Trent	Fren	Frent		

253. Order of Reading Vowel-Sign.—A vowel-sign placed after a half-length stem is read before the added *t* or *d* (250). Examples:

⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿	⤿
coat	fight	oft	hut	gaunt	dived	fund	cautioned	gathered	blood
↘	⤿	⤿	↘	⤿	⤿	⤿	⤿	⤿	⤿
braid	float	fret	shirt	twit	planed	drained	bluffed	drift	clattered

254. **Hooks Made Smaller.**—All of the hooks, both large and small, when added to half-length stems, should be made considerably smaller than the corresponding hooks on full-length stems. But the general proportion between the two sizes should still be retained (183 and Remark, also 266).

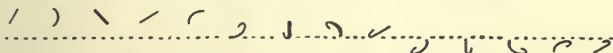
255. **Positions of Half-Length Stems.**—The positions of half-length horizontal stems are the same as the positions of full-length horizontals (43 to 45).

256. The positions of half-length upright or slanting stems are shown in the cut below, and are as follows:

FIRST POSITION.—Half the length of a Tee above the line.

SECOND POSITION.—On the line.

THIRD POSITION.—Entirely below the line.

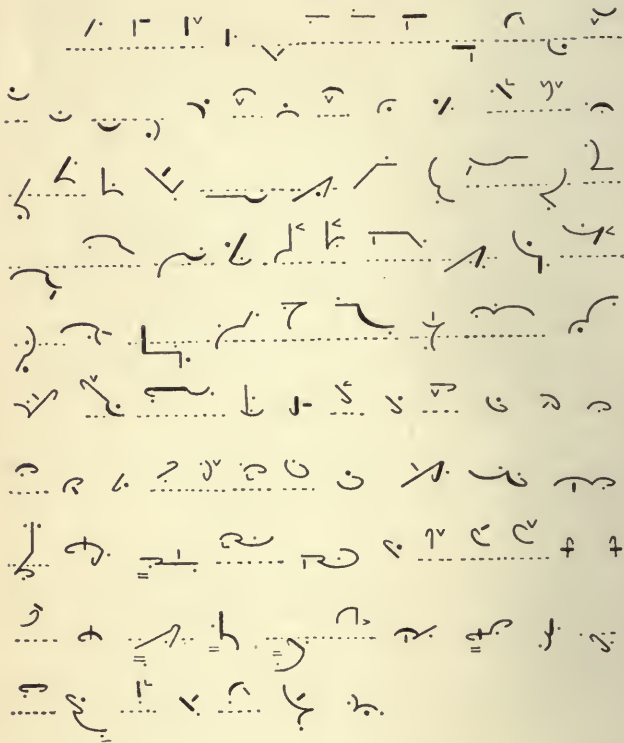


REMARK. The caution at 177, in regard to writing horizontals in the Fourth Position, applies also to all words written with half-lengths of any direction. The reason for this restriction is that the Third and Fourth Positions of all such stems, being both entirely below the line, are liable to be mistaken one for the other. And yet it is not to be understood absolutely that the practised reporter may *never* use the Fourth Position with such words, for sometimes when hard pushed by a speaker it comes handy to do so, at the risk of a little illegibility; as, for instance, in writing *to go, to make, to put, to treat, to let, too bright*, etc. But the beginner should always use T³ for *to* or *too* in such cases.

257. **Ing-dot after Half-Lengths.**—After half-length Tee, Dee, Pee, Bee, El, Yay, Em, and Hay, the final syllable *ing* is best written with the Ing-dot (148).

258. **Lee after Wet, Met, Het, and Leet.**—After half-length Way, Em, Hay, and Lee the stem Lee is generally used whether a vowel-sound follows or not; as in writing *wattle, motley, metal, hotly, hotel, lately, little*, etc.

READING EXERCISE.



REMARK. Whenever it is necessary to join a straight half-length after a curve, which it would naturally follow without an angle (87, 88), for the purpose of showing the exact point of junction, the tip of the curved stem should be bent in a little, so as to allow the half-length to start with a slight jog or angle. The outlines of the following words furnish examples of such joinings: *mapped, mobbed, escheat, throbbd, etc.*

WRITING EXERCISE.

259. Jet, tight *or* tide *or* tied, date, beat *or* bead, caught, ached, get, rate, thought, fate, void, not, note, shut, art, met, hat, light, added, await, omit, checked, touched, picked, kept, urged, robbed, ranked, failed, moped, armed, lodged, ticket, adopt, pulled, pilot, acted, gilt *or* guilt *or* gild, repute, elect, voted, noted, estate, assumed, merit, alleged, battle, fatal, esteem, motive, hotel, little, punished, return, prompt, attract, tent *or* tend, dined, pound, bond, find, want, mind, hunt, lent *or* lend, paved, patient, battered, event, arrived, occasioned, patent, turned, payment, behind, judgment, agreement, country, authentic, prate, dread, freight, fleet, cord, rolled, word, offered, injured, Albert, measured, mortal, candidate, rendered, treatment, shorthand, plant *or* planned, frowned, friendly; putting, trading, meeting, heading.

LESSON XIV.

LENGTHENING PRINCIPLE.

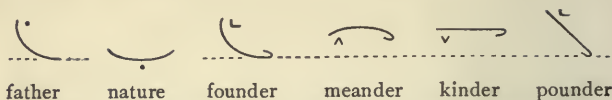
260. "Tr," "Dr," "Thr," or "Ture" Added.—The syllables *ter*, *der*, *ther*, and *ture* may each be added to any curved stem, whether simple or hooked, and to any straight stem with final-hook, by making the stem twice its ordinary length.

261. The Names of the Lengthened Stems are Ishter, Zheter, Ester or Esther, Zeeter, Erter or Erther, Wetter or Wëther, Metter or Mëther, Hetter or Hëther, Leeter or Leather or Leeder, Elter, Yetter, Ihter, Dheter, Fetter or Fëther, Vetter, Enter or Enther, Ingter, Sheeter, Fender, Fletter, Fretter, Chenter, Kenter, Renter or Render, etc.

Examples :



262. Order of Reading Vowel-Sign.—A vowel-sign placed after a lengthened stem is read before the added *tr*, *dr*, or *thr* (250). Examples:



REMARK. The principle of phonography which allows straight stems with final-hooks to be lengthened to add *tr*, *dr*, *thr*, leads to an unimportant conflict with the outlines of a very few words, in which a straight stem is repeated, with a final-hook on the last stem, the hook-consonant being sounded last; as in the outlines of *pippin*, *bobbin*, *baboon*, *tighten*, *Titan*, *Teuton*, *deaden*, *jejune*, *cocoon*, *Triton*, *Dryden*, *quicken*, and *Caucasian*. But practically the words of the two classes never interfere with each other.

263. **Positions of Lengthened Stems.**—The positions of lengthened stems are as follows:

I. Of horizontal lengthened stems, the same as the positions of single-length and half-length horizontals. See paragraphs 43 to 45 and 255.

II. Of downward lengthened stems:

FIRST POSITION.—On the line.

SECOND POSITION.—Half of the stem above the line and half below.

THIRD POSITION.—One-third of the stem above the line and two-thirds below.

III. Of upward lengthened stems:

FIRST POSITION.—Commencing half a Tee-length above the line.

SECOND POSITION.—Commencing at the line.

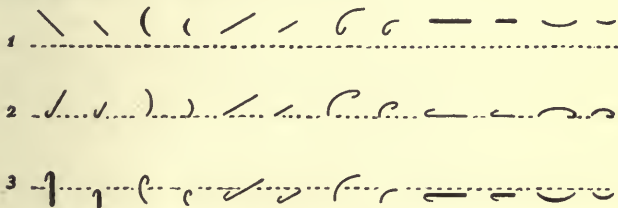
THIRD POSITION.—Commencing half a Tee-length below the line.

Examples of downward and upward lengthened stems standing in the three different positions:

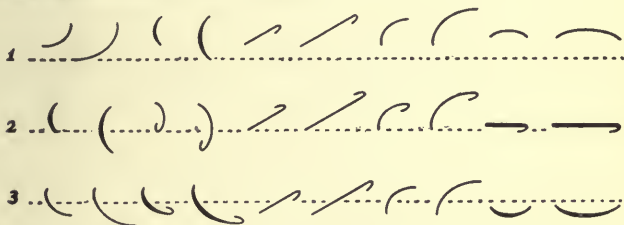


SHORT RULES FOR POSITIONS.

264. **Half-Length Stems.**—For the three positions a half-length stem always rests on the same level as its full length; thus,—




265. **Lengthened Stems.**—For the three positions a lengthened stem always begins at the same level that its single length does; thus,—



REMARK. This rule does not interfere with the direction at 263, II., that downward lengthened stems in the first position should rest on the line. Both rules may be observed by making the lengthened stems a trifle shorter than double length.

266. **Hooks Made Larger.**—All of the hooks, both large and small (particularly the former), on lengthened stems, are made somewhat larger than the corresponding hooks on stems of ordinary length (254).

267. **Special Vocalization with Lengthened Stems.**—When a diphthong occurs between the two consonants added by lengthening, it may be written by striking its sign across the lengthened stem; thus,  *entire*.

268. **Exceptional Use of Halving Principle.**—While the general rule is that the Halving Principle should not be employed to denote a final *t* or *d* in the outlines of words that end with vowel-sounds (250), as *petty*, *mighty*, *gaudy*, *pretty*, *Brady*, etc., yet there are a few words of that class as to which, in order to secure an increase in brevity and speed, the phonographer is allowed to violate the rule and use half-lengths when there are final vowels. The principal words of this sort are *liberty* (L^3 -Br t), *majority* (M-Jr t^1), *quality* (Kw-L t^1), *equality* (Kw-L t^2), *nobody* (N-Bd 2), and *anybody* (N 3 -Bd). Of course, it is always proper to make the outlines of these words according to the rule, ending them with T or D, instead of half-lengths, should the writer prefer so to do. Furthermore, it must be remembered that if the final vowel *must* be indicated, the *t* or *d* *must* be written with its stem-sign, as you cannot write a vowel to anything but a stem.

REMARK. The outline of *equality* is put in the third-position so that, in writing unvocalized phonography, the word will not conflict with *quality*.

READING EXERCISE.



WRITING EXERCISE.

Fighter, voter, niter *or* neither (nīther), neuter, nature, shatter, water, motor, mutter *or* mother, hotter, letter *or* leather, after, oyster, Easter, order, flatter, yonder, vender *or* venture, winter, hinder, offender, flounder, tender, pointer, banter, gander, render, laughter, filter (-Ltr), defender, entertain, thermometer, inventor, decanter, printer, grander, further, feature.

“ MODIFICATIONS ” IN ABBREVIATIONS AND PHRASES.

269. **Half-Length Stems in Abbreviations.**— Each of the following abbreviations contains at least one half-length stem:

-----	-----	-----	-----	-----	-----
according	astonish-ed	captain	difficult-y	establish	fact
-----	-----	-----	-----	-----	
frequent	gentleman	gentlemen	history	immediate	
-----	-----	-----	-----	-----	
important	intelligent	particular	quality	world	

270. **Halving Principles in Phrases.**—The words *it, the, to,* and *had* may be added by Halving; thus,—

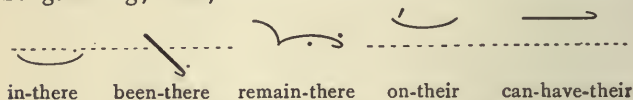
-----	-----	-----	-----	-----	-----	-----	-----
by-it	on-it	to-the	in-the	among-the	ought-to	able-to	we-had

REMARK 1. The phrase *of-the*, standing alone, is invariably written with Roid²-Choid (166, 167). And in the middle or at the end of phrases *of-the* is almost always written with either Roid-Choid or Choid-Roid; but occasionally, because more convenient, it is written with half-length Vee. See the phrases *most-of-the-time* and *one-of-the* in the List of Phrases.

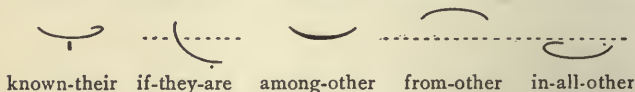
REMARK 2. The adding of *had* by halving is only permitted in connection with the stem-signs of the personal pronouns *he, we, you, they,* and *she*. It is not safe to adopt it as a general principle. Its

most frequent use is by the reporter in writing the phrases *he-had*, *we-had*, and *you-had*. But it is always proper, in all such phrases and everywhere, to write *had* with the stem Dee; *he*, *we*, and *you* in that case being written with their breve-signs. See 169, 170, and 173.

271. **Lengthening Principle in Phrases.**—The words *there*, *their*, *they-are*, and *other* may be added by Lengthening; thus,—



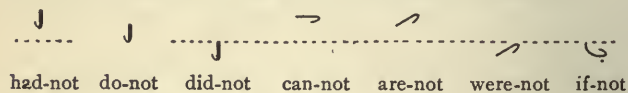
in-there been-there remain-there on-their can-have-their



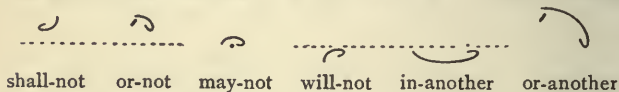
known-their if-they-are among-other from-other in-all-other

REMARK. It is allowable to write *of-their* and *of-other* with lengthened Vee in the first-position; but in writing the latter phrase, the vowel *ü* should be inserted. In fact, it is well to make a practice of inserting the vowel *ü* whenever *other* is added by lengthening. See the above phrases in the List of Phrases.

272. **“Not” and “Another.”**—The word *not* may be added by the En-hook and Halving; and the word *another*, by the En-hook and Lengthening; thus,—



had-not do-not did-not can-not are-not were-not if-not



shall-not or-not may-not will-not in-another or-another

273. **“Did.”**—The word *did*, when standing alone or beginning a phrase, or when preceded in a phrase only by the breve-sign for one of the pronouns *I*, *he*, *we*, or *you*, is always written with its abbreviation Dee³. In all other cases, when joined in a phrase, *did* is written with the half-length Ded.

274. "That."—The word *that*, when standing alone or beginning a phrase, is always written with its abbreviation Thee¹. But when joined to a preceding word *that* is always written with the half-length Dhēt.

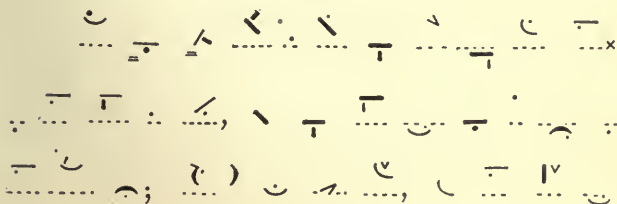
275. "Old," "Older," etc.—In writing the word *old* and its derivatives, the initial vowel, *ō*, is joined at the beginning of the stem *Lee*, being struck downward in the direction of *Bee*; thus, *old*, Boid²-Leed; *older*, Boid²-Leeder, etc. In practice the vowel-sign may be made light (Poid²).

REMARK. By prefixing the vowel-sign in writing *old*, *older*, etc., these words are distinguished in their outlines from *late*, *lady*, *later*, *latter*, and *elder* (*L²-Dr*).

276. "Another," "Entire," "The-other," and "Hereafter."—Both the words *another* and *entire* are written with lengthened En in the first-position, and the phrase *the-other* is written with lengthened Thee in the third-position. *Hereafter* is written *Rftr³*.

REMARK. The principle involved in the outline of *hereafter*, just given, namely, the employment of the Ef-hook and Lengthening principle to denote *after*, may be used in phraseography in writing such phrases as *week-after*, *before-or-after*, *Saturday-afternoon*, *day-after-day*, etc. See these examples in the List of Phrases.

READING EXERCISE.





WRITING EXERCISE.

Kit Mott *the mate of-the yacht "Dot" has got the gout in-the right foot. I asked him if-it ached in-the night. He laughed and remarked that he thought it did.* Ragged little Pat Merritt put a rabbit *and-a cat in-his coat pocket, and also took a pet parrot and went up in-the garret and made a-great racket. But when-the parrot lit on-his pate Pat shut his left eye and shot for-the gate; and-as he got there he uttered a bad epithet, which made the refined and gentle madam of-the flat hit him on-the head with-a pint pot, and-the cut hurt him so badly that he-had a fit which he did-not get over until midnight.* Albert Pratt *and Alfred Platt went to-see⁴ Robert and Richard Egbert in Kentucky in-October.* Hubert Hubbard played *the part-of Hamlet at-the Detroit Theatre the-other night.*

I-do-not-think that Leander Winter the inventor will ever attempt to hinder, delay, or defraud any creditor out-of his hard earned money. A terrible wind blew down the tent and-the thunder and lightning so frightened the crowd that-the meeting broke up and all went home for shelter, and did-not venture out again until Friday-afternoon. Mr. Hunt, the wonderful hunter of Huntington, went hunting Monday-afternoon and for a wonder killed one old hen, thinking he-had shot a partridge (Prt-). The young and tender children of Mr. Pindar now go to kindergarten (G-Rt-N) and-will remain-there hereafter;—they ought to-have gone-there before.

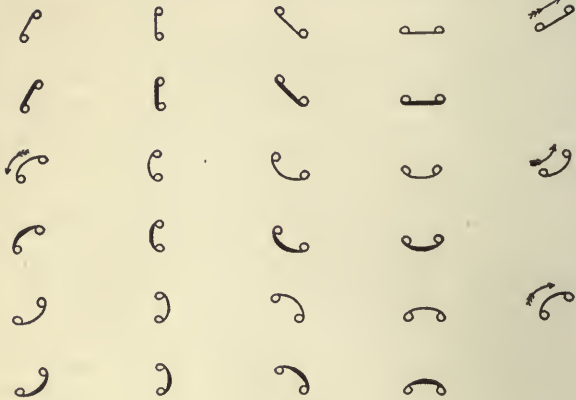
LESSON XV.

CIRCLES AND LOOPS.

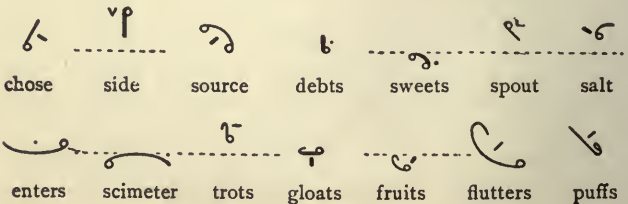


277. **Two Sizes of Circles and Loops.**—There are two sizes of circles and two of loops used in Phonography, being called respectively "Small Circle," "Large Circle," "Small Loop," and "Large Loop"

SMALL CIRCLE ON SIMPLE STEMS.



278. **Circle for "S" or "Z."**—A small circle joined at the finish of any stem adds either *s* or *z*. Joined at the beginning of a stem it adds *s* but not *z*. On straight stems that are struck downward, as Chay, Tee, Pee, etc., it is turned on the right side. On straight stems that are struck right-ward, as Kay, Gay, Ree, it is turned on the upper side. On curved stems it is turned on the inner side. It may also be turned on the inside of any hook; and is then made slightly elongated lengthwise of the hook. Examples:





REMARK. A brief rule for joining the circle to simple stems is the following: Write the circle on all consonant-stems, both straight and curved, on the side and in the place of the Shun and El Hooks.

279. **Order of Reading.**—A circle at the beginning of an outline is read before everything else; a circle at the finish of an outline is read after everything else. Therefore, the circle cannot be used for *s* or *z* in such words as *ask*, *lasso*, *rosy*, etc., which either begin or end with a vowel.

280. **Name.**—The name of the small circle is *Iss*. It is also called “Breve-ess” or “Breve-zee,” according to which sound it stands for. These names are also printed “Breve-s” and “Breve-z.” The stenotype of *Iss* is “s” or “z.”

281. **Names of Stems with Breve-s.**—Stems with the small circle attached are named *Chess*, *Jess*, *Tess*, *Pess*, *Fess*, *Sech*, *Sef*, etc., according as the circle is final or initial. The names that are not formed in the regular way with *ě* are the following: *Rees*, *Els*, *Ingz*, *Shees*, *Ishes*, *Ess-Iss*, *Zee-Iss*, *Lees*, *Iss-Ree*, *Iss-Yay*, *Iss-Shee*, *Iss-Ess*, *Iss-Zee*, *Sway*, *Iss-Hay*, *Slee*.

THE CIRCLE BETWEEN STEMS.

282. **Rule.**—The circle is written between stems, when they are simple at their contiguous ends, in the following manner:

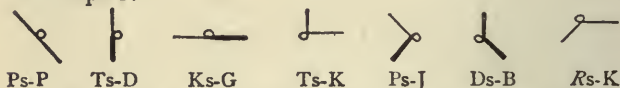
I. Between two straight stems,—

1. If the stems *do not* form an angle at the point of junction, the circle is written to the first stem just as if it stood alone, and then the second stem is continued on after it.

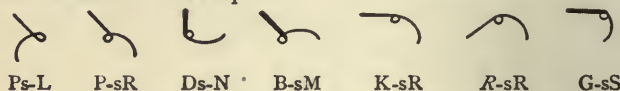
2. But if the stems *do* form an angle at the point of

junction, the circle is turned on that side of the first stem which will throw it on the outside of the angle

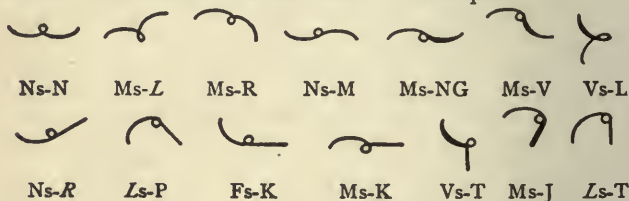
Examples:



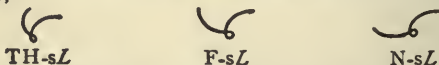
II. Between a straight stem and a following curved stem, the circle is turned on that side of the straight stem which will throw it on the inner side of the curved stem. Examples:



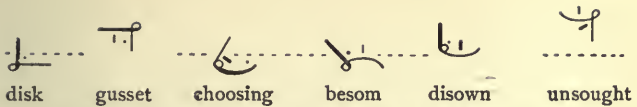
III. Between two curved stems, or between a curved stem and a following straight stem, the circle is turned on the inner side of the first stem. Examples:



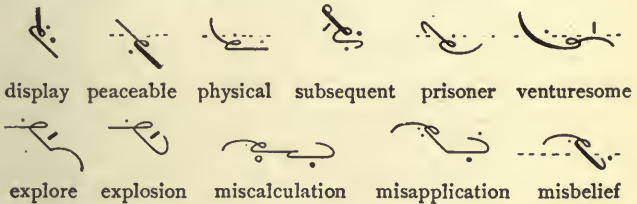
REMARK. *Exception to III.*—When the circle occurs between either *Ith*, *Ef*, or *En* and a following *Lee*, it is easier—and, therefore, allowable—to turn it on the back instead of the inner side of the first stem; thus,—



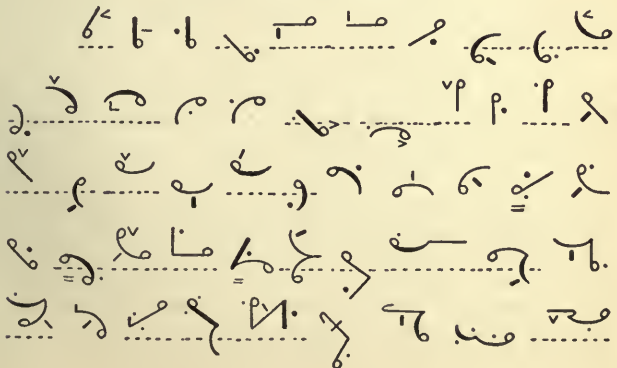
283. **Vocalization.**—When the outline of a word contains a circle between two stems, all vowels that are sounded before the circle must be written to the first stem, and all vowels that are sounded after the circle must be written to the second stem. Examples:



284. **Hooks with Breve-s Used Medially.**—Any of the hooks, with breve-s included, may be joined to other stems; the circle, in such case, always being written on the inside of the hook. But sometimes, when so used together in the middle of outlines, both the hook and breve-s have, of necessity, to be formed somewhat imperfectly. And, in a few instances, the circle must be turned on the back of a curved stem. Examples:



READING EXERCISE.



ا ب ج د ه و ز ح ط ي ق ك ل م ن

س ع ف غ خ د ذ ر ز س ش ص ض ط ظ

ع ه و ز ح ط ي ق ك ل م ن

س ع ف غ خ د ذ ر ز س ش ص ض ط ظ

ع ه و ز ح ط ي ق ك ل م ن
س ع ف غ خ د ذ ر ز س ش ص ض ط ظ

ع ه و ز ح ط ي ق ك ل م ن
س ع ف غ خ د ذ ر ز س ش ص ض ط ظ

ع ه و ز ح ط ي ق ك ل م ن
س ع ف غ خ د ذ ر ز س ش ص ض ط ظ

ع ه و ز ح ط ي ق ك ل م ن
س ع ف غ خ د ذ ر ز س ش ص ض ط ظ

WRITING EXERCISE.

285. Choose, its, poise, case, eggs, rice *or* rise, yes, those, face *or* phase, news, says, ways, miss, lace *or* lays, oppose, office, arise, such, seat, said, sake, sky, south, safe, sun *or* son, sore *or* soar, same, sale *or* sail, city, sorry, sunny, sex, source *or* sores, suppose, box, lungs, force, sketch, swim, smoke, refuse, Thomas, hoax, heaves, hogshead (høgsød), Sunday, slowly, propose, defence, witness, abundance, dress, fleece *or* fleas, worse (223, II.), deeds, acts, votes, notes, adopts, traits, lords (223, II.), threats, matters, letters, woods, washes, stone, summon, surf *or* serf, station, scatter, skate, signed, sweet, scattered, slaughter, slender, simple, submit, spots, specimen, caves, proofs *or* proves, fence, gathers, cushions, nations,

lands, thunders, settle, suffer, remains, directors, splint, switch, swash.

286. Tuesday, task, risk, missing, lisp, massive, passage, vessel, visit, music, resolve, dispatch, refusal, positive, muslin, basement, trustee, present, uncertain, justice, December, exposure, excuse.

THE LARGE CIRCLE.

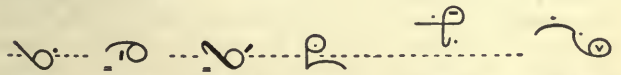
287. **Large Circle for "ss," "sz," etc.**—Two *s* or *z* sounds, when they occur with a single vowel-sound between them, are usually written with a large circle, turned on the same side of a stem as the small circle (278).

288. **The Name of the Large Circle** is "Breve-sez." Its stenotype is "ss," "sz," or "zz."

289. **The Names of the Stems with Breve-sez** are formed as follows: Chesses, Pesses, Fesses, Reeses, Erses, Elses, Leeses; Sesszee, Sesskay, etc.

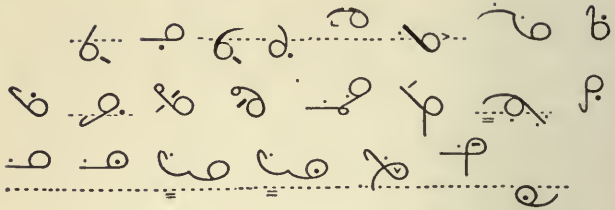
290. The rules just stated, governing the use of breve-s, also apply to breve-sez, except that the latter cannot be written inside of the hooks.

291. **Vowel-Signs within Breve-sez.**—In practice it is seldom necessary to write the vowel included in breve-sez. But when it is desirable to do so, it may be done by putting its sign within the circle. The dot or dash may be placed in the upper, middle, or lower part of the circle, according as it represents a first, second, or third place vowel. A diphthong-sign is put in the middle of the circle without regard to the position to which it belongs. Examples:



 pieces Moses Bruce's system exhaustive emphasize

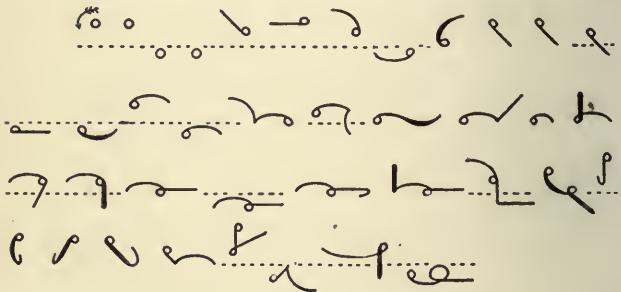
READING EXERCISE.



WRITING EXERCISE.

Passes, races or raises, vices, masses, laces, opposes, taxes, dresses, prices, closes, spaces, sexes, necessary, excessive, subsist, basis, basēs, recess, amanuensis, amanuenses.

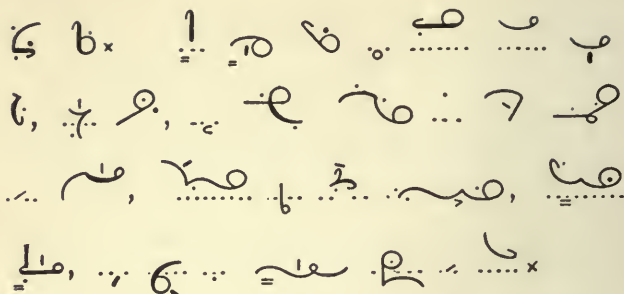
292. **Abbreviations with Circles.**—Each of the following abbreviations contains one or more circles :



KEY.—(1. 1) As, has, is, his, possibly, because, horse, insurance, United States, special, spoke, speak, (2) signify, single, similarity, similar, remembrance, sympathy, something, somewhere, somewhat, December, (3) Massachusetts, misdemeanor, mistake, mistook, mistaken, domestic, aristocracy, savings-bank, circumstantial, (4) southern, suggestion, subjection, September, satisfactory, certificate, understood, San Francisco.

READING EXERCISE.

١ ٢ ٣ ٤ ٥ ٦ ٧ ٨ ٩ ١٠
 ١١ ١٢ ١٣ ١٤ ١٥ ١٦ ١٧ ١٨ ١٩ ٢٠
 ٢١ ٢٢ ٢٣ ٢٤ ٢٥ ٢٦ ٢٧ ٢٨ ٢٩ ٣٠
 ٣١ ٣٢ ٣٣ ٣٤ ٣٥ ٣٦ ٣٧ ٣٨ ٣٩ ٤٠
 ٤١ ٤٢ ٤٣ ٤٤ ٤٥ ٤٦ ٤٧ ٤٨ ٤٩ ٥٠
 ٥١ ٥٢ ٥٣ ٥٤ ٥٥ ٥٦ ٥٧ ٥٨ ٥٩ ٦٠
 ٦١ ٦٢ ٦٣ ٦٤ ٦٥ ٦٦ ٦٧ ٦٨ ٦٩ ٧٠
 ٧١ ٧٢ ٧٣ ٧٤ ٧٥ ٧٦ ٧٧ ٧٨ ٧٩ ٨٠
 ٨١ ٨٢ ٨٣ ٨٤ ٨٥ ٨٦ ٨٧ ٨٨ ٨٩ ٩٠
 ٩١ ٩٢ ٩٣ ٩٤ ٩٥ ٩٦ ٩٧ ٩٨ ٩٩ ١٠٠



WRITING EXERCISE.

Miss Rose Hughes arose to accuse Miss Rouse *and* Miss Ives of making-a fuss in-the house ; but Sarah *and* Sam Snow sat in-their seats *and* said not a word. A wise man sometimes *thinks* he knows the news *when-he* sees it in-a newspaper. James *and* Thomas Fox, two cautious *brothers* from Elizabeth, *who-were* bound for Mexico, took an unsafe vessel *which-has-not-been* seen since December.

The Misses Dos-Passos of Texas, nice lasses *with* beautiful faces *and* very (233) fine voices, *have-gone* (168) to-the (270) races *with* Ulysses, riding in chaises. The Misses Croesus, *with* their laces *and* gauzes *and* flounces, turn up *their* noses at-their nieces, the fascinating amanuenses, *and* all-their phrases *and* graces *and* vases of roses. The crisis *that* now exists in Mississippi causes a schism in-our party *that* may-be decisive *of-the* election this season ; *and* it-*is* precisely *that* *which*-makes it necessary to-exercise (176) excessive caution to-sustain (176) those-*who* hold-*the* offices, until success blesses *the* country by reducing-*the* taxes.

LESSON XVI.

OF THE LOOPS.

THE SMALL LOOP.

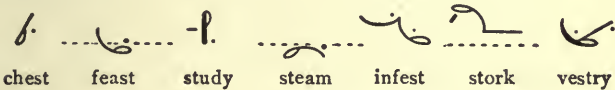
293. **Loop for "st" or "zd."**—Either *st* or *zd* may be added to the simple end of any stem by a small loop turned on the circle side.

294. **Name.**—The small loop is called both "Breve-est" and "Steh." Its stenotype is "st" or "zd."

295. **Names of Stems with Breve-est** are formed as follows: Chest, Best, Kest, Reest, Test, Nest, Elst, Leest, Erst, Ishest, Sheest; Stech, Stet, Steree, Ster, Stel, Steelee; Stepest, Stetest, Stekest, Stefest, etc.

296. **Size of Small Loop.**—Breve-est should extend about one-third the length of the stem on which it is written.

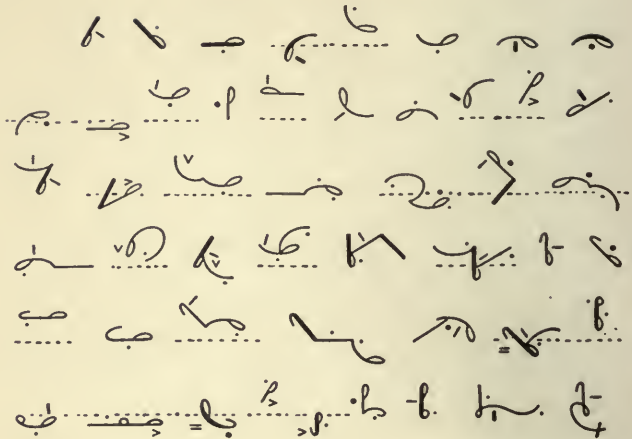
297. **Where Breve-est is Used.**—The small loop may be used at the end, at the beginning, or in the middle of words. Examples:



REMARK. When the consonants of a word consist of or begin with *s-t-n*, they are generally written with circle-s and stem T with N-hook, as in writing *stone*, *stand* (sTnd), *stentor* (sTntr), etc. The principal exceptions, in which the form loop-st and stem N (stN) is used, are the following words and their derivatives: *stencil* (stNs-L), *stenography*, *sting*, and *stink*.

298. **Breve-s for Breve-est.**—In a few instances, occurring in the middle of words, breve-s is substituted for breve-est, when the omitted consonant, in ordinary speech, is an imperfectly enunciated sound, and an improved outline is obtained by the change. See the last three words in each of the next reading and writing exercises.

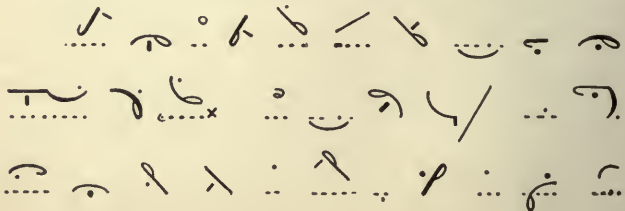
READING EXERCISE.



WRITING EXERCISE.

299. Taste, post, cast, rest, vest, west, most, last, attest, arrest, stage, stop, stag, store, stung, steel *or* steal, steady, sticky, noticed, taxed, invest, utmost, storm, stamp, pastry, vastly, posterity, distinction, priest, blessed (blĕst), closed, twist, druggist, embraced, journalist, crystal, spaced, sufficed, disgust, stolen, stupid, stoops, mostly, post-office, postpone.

READING EXERCISE.





WRITING EXERCISE.

In August last *Mr. Vest, our honest guest from-the (270) West, being aroused by-a (163) ghost, just stood aghast, his eyes (57) all moist, and raised his fist and said, "Avast! or I-am lost with all-the (270) rest!" The steady steed came to-a (163) stop at-the (270) stoop, and did-not (272) stir, but stood stock still until they took-him (169) to-the (270) stall. Stephen Stokes, a stalwart stenographer, raised a storm when-he (169) proposed to-stop (176) taking testimony and postpone the trial as-a (163) dishonest witness had testified to-a*

misstatement. *The* tempest burst upon *our* staging *and* destroyed *the* staircase in-spite *of-our* utmost efforts to-save (176) it. Posterity *will* justify those-*who* earnestly *and* honestly seek by sturdy industry, *and* not by extortion *and* stealing, to-make (177) *and* invest money.

THE LARGE LOOP.

300. **Loop for "Str."**—The consonants *str*, with intervening unaccented vowel-sounds, as heard at the close of such words as *master, castor, moisture, texture*, etc., may be added to the simple end of any stem, by a large loop turned on the circle side (278).

301. **The Name of the Large Loop** is "Breve-ster." Its stenotype is "str," or "sthr."

302. **Names of Stems with Breve-ster** are formed as follows: Chester, Reester, Fester, Ingster, Elster, Leester, etc.

303. **Size of Breve-ster.**—The large loop should extend about two-thirds the length of the stem on which it is written.

304. **Breve-ster may be Used** at the finish and in the middle of word outlines. Examples:



tester poster adjuster coaster fester Gloucester obstruct

REMARK. It is so difficult in rapid writing to make a large loop on the first end of stems that its use at the beginning of words is not allowed. The proper way of writing *str* in such words as *stretch, street, strife, strong, stream*, etc., is given in the next lesson.

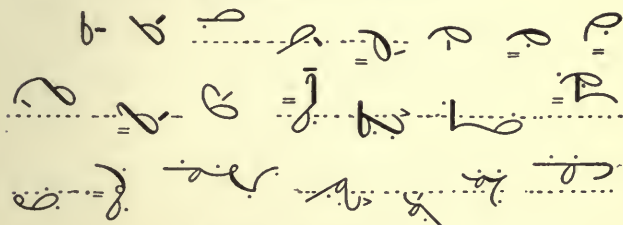
305. **Independent Loops.**—Either of the loops may be made without having a stem-sign to form one side of it. Such signs are called "Independent Loops," and are generally slanted in the direction of the stem Chay. They may either stand disconnected, or be used with other consonant-signs in writing word-outlines. Examples:



instinct instep obstinate unsteady extinction extract'

REMARK. "Stated."—In order to fully distinguish between the outlines of *stated* and *said* or *state*, *stated* is written with the "independent loop." See the word *stated* in list of "Words and Phrases Specially Distinguished."

READING EXERCISE.



WRITING EXERCISE.

Duster, pastor, fester, master, lustre, teamster, Baxter, register, blaster, cloister, throwster, solicitor, Winchester, abstract, district, destruction, Chesterfield, post-master, extensive, institution [restitution], indistinct, extraction.

306. **Abbreviations with Loop.**—Each of the following abbreviations contains the small loop :



REMARK. It will be noticed that the word *first* has two abbreviated forms, *Fst* and detached *breve-est*. The former (*Fst*) is the more natural and convenient, but, as some writers find difficulty in always keeping that form distinct from the abbreviation of *next* (*Nst*), an additional or optional form is provided for their benefit.

307. **Breve-s in Phrases.**—The words *as*, *has*, *is*, and *his* always, and *us* after prepositions only, may be added by breve-s. Lets for *let-us* is an exception.

REMARK. Breve-s for *us* should be used very sparingly and only by verbatim reporters. It is always proper to write *us* with the stem Ess.

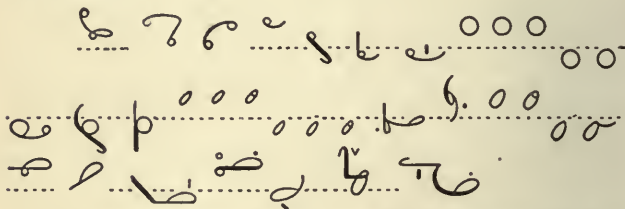
308. **Breve-sez in Phrases.**—The words *as*, *has*, *is*, and *his* may be added by changing breve-s to breve-sez.

309. **Breve-est in Phrases.**—The words *the*, *it*, and *to* may be added by changing breve-s to breve-est.

REMARK. Since the introduction into the system of the new breve-sign for *the* (164), aside from the use of the independent loop for *as the* and *is the*, the looping of the circle to add *the* is not so much used as it was formerly.

310. **Breve-ster in Phrases.**—The words *there* and *their*, and the phrase *they-are*, may be added by changing breve-s to breve-ster. The words *store* and *stair* are also sometimes written with breve-ster.

Examples :

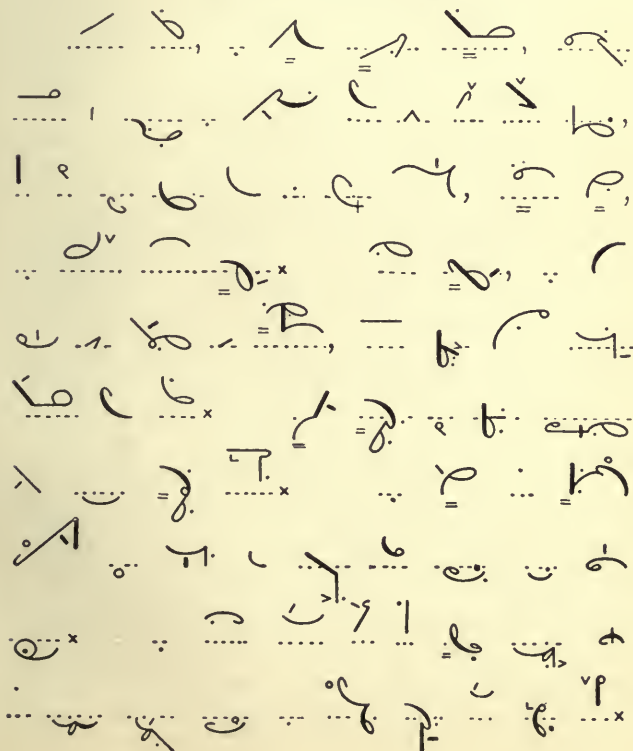


KEY. (1. 1) As fast as, as much as, as well as, has not, has been, it is not, his own, as has, as is, as his, is as, is his, (2) as soon as, this has been, it is said, as the, as to, as it is, is the, is to, is it as, it is the next, that is to say; as their, as there is, is their, is there not, (3) because there is, where is there; book store, segar store, shoe store, dry-goods store, clothing store.

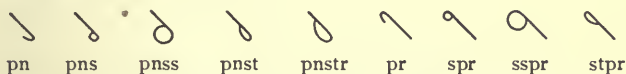
REMARK. In writing the detached circles and loops, begin at the upper right-hand part, and move the pen over to the left. The movement should be opposite to that of the hands of a watch. The phrases *as-fast-as* and *because-there-is* are written according to the rule at 322.

311. "Well" in Phrases.—When following *as* or *is* in phrases, *well* is usually written with Lee or El without the hook. But at the beginning of phrases, and generally whenever the hook can be easily made, *well* should not be abbreviated. For examples see *as-well-as* under 310, and *may-as-well, it-is-well-known, well-known, very-well,* etc., in the List of Phrases. In writing *is well* standing alone, it is better to disjoin *well* and write it in full.

READING EXERCISE.

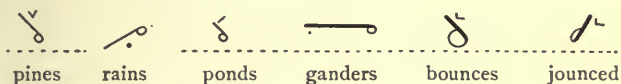


313. **Rule for Implied Hooks.**—By merely writing a circle or loop on any straight stem on the side opposite the regular circle side, that is, on the En or Er hook side, either *n* or *r*, according as the circle or loop is final or initial, is implied, without any hook being actually indicated at all. Examples:



314. **Names of Stems with Implied Hooks.**—These two sets of compound stems are called respectively the “Ens-series” and the “Sper-series.” The names of the individual stems are formed as follows: Chens, Dens, Pens, Reens, Chenses, Benses, Denst, Kenster; Stree, Spree, Skray, Sēber, Sester, Stetter, etc.

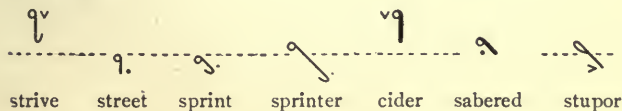
315. **Vocalization of Ens-Stems.**—Stems of the Ens-series are vocalized the same as En-hook stems (184). Examples:

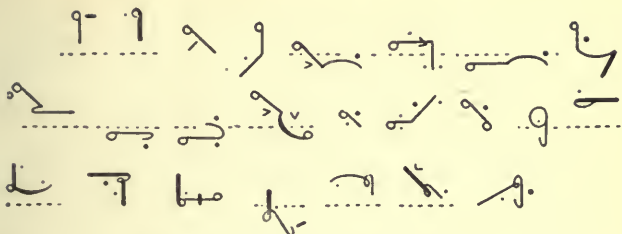


316. **Vocalization of Sper-Stems.**—Stems of the Sper-series are vocalized the same as Er-hook stems (212).

317. **Order of Reading.**—When a vowel-sign stands before a stem of this series, as in the words *suitar*, *cedar*, *saber*, *stoker*, etc., the circle or loop is sounded first; then the vowel; next the stem; and, following that, the implied hook.

Examples:

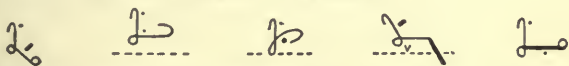




WRITING EXERCISE.

Chains, dines, opens, gains, tokens, turns, inference, blackens [darkens], clearance, trains, glance, twins, attends, kinds, torrents, painters [tenders], renders, plants, stains, distance, substance, seconds, splints, splendors, chances, glances, danced, bounced, rinsed, glanced, punster. Stray, cedar, spry, strike, spring, scrape, strength, struggle, sprain, suppression, sacrifice, straight, secretly, strains, sister, stopper, pouncing, ransom, discretion, prosper, express.

320. License in Use of Implied-Hook Forms.—In the formation of the outlines of quite a number of words, some of the component parts of which taken separately would be written with stems of the Ens or Sper series, it is permitted that those parts be joined together, or to other stems, to make such word-outlines, although by so joining them their circles lose the implied-hook power, and become simple s-circles again. Sometimes the *n* will disappear, sometimes the *r*, and in a few cases both the *n* and *r*. In this way we write the words *transpose*, *proscribe*, and *transgress* with the outlines of *traspose*, *proskibe*, and *trasgess*. Examples:



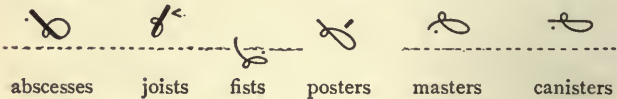
transpose transaction translation proscribe transgress

REMARK. Write in accordance with 320 and the above illustrations the following words: transpire, transport, transparent, transmit, transmission, transmutation, translucent, chancery, chancellor, counselor, Pennsylvania, dispensary, transgression, transcribe, transcription. It is better to use the stem N in writing the following words and their derivatives: transfuse (Tr-Ns-Fz), transfix, transitory, chancel, pencil, council, etc.

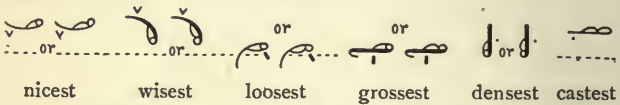
CIRCLES AND LOOPS JOINED TOGETHER.

321. The circles and loops may be combined together in various ways, according to the requirements of the ease and the convenience of the writer.

322. **Breve-s Joined After.**—The small circle may be added after the large circle, and after either of the loops, by striking it on the opposite side of the stem. Examples:

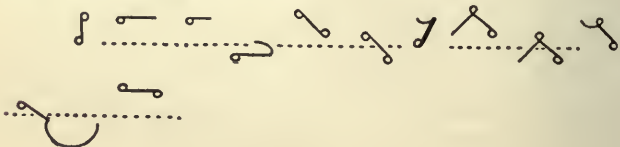


323. **Breve es or est Followed by a Loop.**—A loop may be added after the small circle or another small loop in the manner here shown:



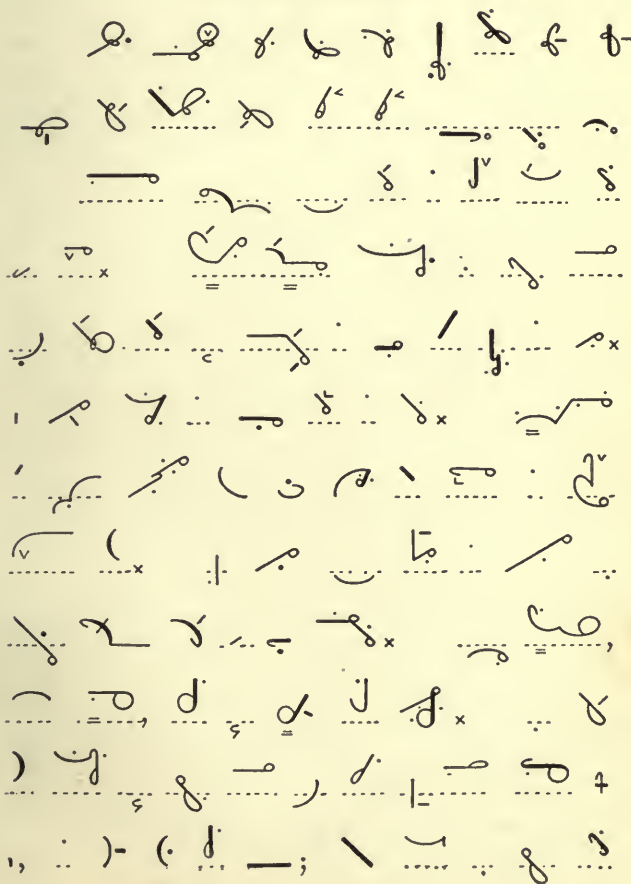
324. **Breve-s for "Ings."**—When a noun ends in *ing*, which, according to the rule, is written with the Ing-dot, the plural ending *ings* is written by putting a detached breve-s in the place of the dot. See the last three words in second line of next Reading Exercise.

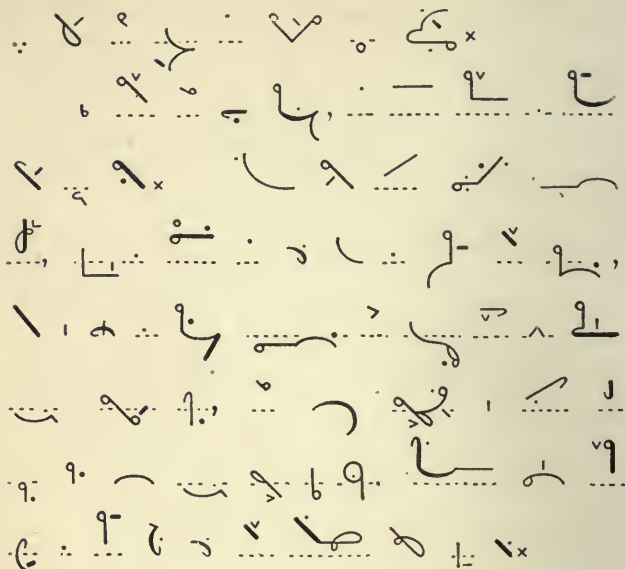
325. **Abbreviations with Implied Hook.**—Each of the following abbreviations contains a circle in which an En or Er hook is implied:



KEY. (1. 1) Circumstance, describe, described, description, surprise, experience, intelligence, responsible, responsibility, indispensable, (2) superficial, consequence.

READING EXERCISE.





WRITING EXERCISE.

Possesses, successes, boasts, fasts, assists, molests, trusts, frosts, jesters, pastors, musters, registers, down-stairs, raisest. Belongings, meetings.

Mrs. [Ms-S] Jones of Queens, one of-our greatest songsters, always joins in and chants with-the chanters every chance she gets. With coins for counters the gamester counts the points of-the game. Clarence Perkins of Glens Falls turns an honest penny by making discounts and cutting coupons from United-States bonds. Lawrence Dickens from Kansas-City, the prince of punsters, engenders consternation as he pounces on-you with his puns in any place he chances to meet-you. Let us stray away by-this sparkling stream and hear the scream of-the screech owl and strive to gather strength from-the fragrance of-the cedar and-the spruce. It-would surprise and possibly stagger you to-see what-a fine stitcher his youngest sister is getting to-be. Just speak to-her about-the circumstance. Jasper Ransom

has mastered the art of making almost every mixture known to ordinary chemistry, and he surely will prosper. The fiercest gnat in-the-world infests the forests and molests and pesters artists and tourists, and possesses the power to annoy even the beasts. He thrusts his fists against-the posts and still insists [Nss-Ts] he sees the ghosts. Captain Foster and Lester Dexter are both great boasters as-well-as jesters.

READING EXERCISE.



LESSON XVIII.

CURLS FOR THE NASALS EN AND ING.

FINAL CURLS.

326. **The En-curl.**—The consonant *n* may be added after final breves *es*, *est*, and *ster*, by continuing the circle or loop beyond the point of its finish, and forming a curl on the opposite side of the outline to which it is joined.

327. **The Ing-curl.**—After the loops this same curl-sign may also be employed to indicate the syllable *ing* as well as the consonant *n*.

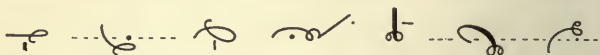
328. **Curl for "ing" on Final Hooks.**—The use of the curl for *ing* is also allowable, in a few cases, in connection with final hooks, there being, of course, no circle or loop intervening. It is turned on the outside of the hooks. See *referring*, *apportioning*, etc., below.

REMARK. This use of the curl on hooks for final *ing* should only be resorted to when the position of the hook precludes the joining of the stem *ing*.

Examples:



chasten seizin prison Henderson Peterson Preston western



coasting feasting mustering masonry dozens Wilson's listens



puissance castings referring serving apportioning pensioning

INITIAL CURLS.

329. **Curl for "in," "en," or "un."**—Before the initial breve-s of any stem of the *Sper*-series (313, 314), and before an initial breve-s on any curved stem that is formed by a movement opposite to that of the stem *En*.

as *Ish*, *Es*, *Er*, *Em*, *Lee*, etc., either *in*, *en*, or *un*, may be joined by a curl turned on the opposite side from the circle. Examples:



instruct inseparable inscribe unceremonious unseemly enslave

THE ISHUN HOOK.

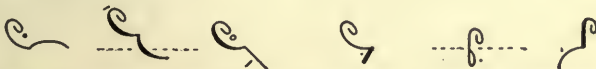
330. **Shun-hook and Breve-s.**—A large hook joined after a final breve-s, and turned on the same side of the stem as the circle, represents the terminal syllables *ishun*, *izhun*, *āshun*, and *ěshun*, in such words as *position*, *physician*, *transition*, *recision*, *pulsation*, *possession*, etc. Examples:



position incision taxation dispensation concession procession

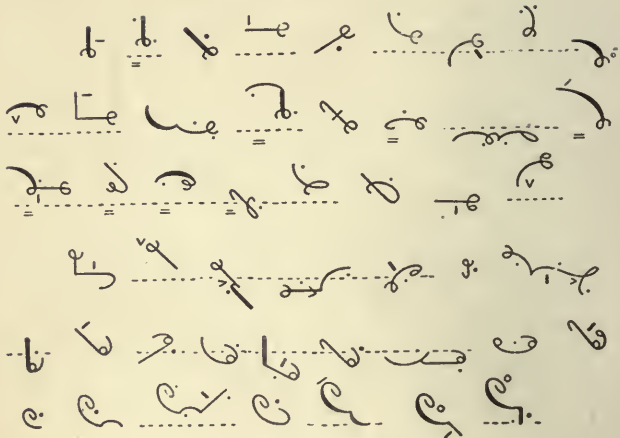
331. **Name of Hook.**—This is called the “Ishun-hook.” It may be used at the end of any stem with a final breve-s that is not turned within a hook, including stems of the *Ens*-series. Its stenotype is “shn” or “zhn,” and to avoid confusion with the preceding “s” or “z”, it is always printed in italics; thus, *sNsshn* (*sensation*), *Rszhn* (*recision*), *Pzshn* (*position*).

332. **Curl for “in,” etc., in Initial Hooks.**—Whenever at the beginning of a word the syllable *in*, *en*, or *un* occurs before a stem with a large initial hook, to which the stem *En* cannot conveniently be prefixed, the syllable may be written with a curl turned on the inside of the hook. Examples:



inflare involve envelop unfledged untwist indwell

READING EXERCISE.



WRITING EXERCISE.

333. Chosen, Edison, poison, cousin *or* cozen, risen, Orson, mason, moisten, lesson, arisen, Jackson, vixen, Remsen, treason, messenger, Watson, Samson, Peterson, Johnson, posting, infesting, fostering, dozens, fastens. Instruction, instrument, inspiration, inscribing, insecurity, unstrung, insulted. Position, accession, musician, annexation, proposition, requisition, supposition, sensational. Inflaming, inflammable, inflict, influx, invalid, unflagging, involution.

THE CURLS IN PHRASES.

334. **Final En-curl.**—The words *than*, *an*, *own* and *in* may be written with the final En-curl.

335. **Initial En-curl.**—The word *in* may be written with the initial En-curl.

336. **En-curl in Final Hooks.**—The words *than*, *own*, and *been* may be written with an En-curl turned on the inside of the Ter and Vee hooks.

Examples:



KEY. Less-than, faster-than, in-some, rather-than, by-their-own, may-have-been.

READING EXERCISE.



WRITING EXERCISE.

O, listen to-the voice of reason, and not be wasting *your time* in feasting, jesting, and boasting, and possibly sometimes fostering and assisting in treason. The person who struck William Patterson is said to-be in prison at Atchison. Anson Anderson can talk more nonsense [N-N-] than any-other person on either side-of Mason and Dixon's Line. There-is much vexation and imposition in-our laws regarding taxation, and unless-there-is a cessation, or some relaxation, our position will-be very unpleasant. He inflicted a severe castigation (305) upon-the boy, who, being enveloped in very thick clothing was unflinching in-his manner. They-have-been beaten by-their-own tactics, but rather-than admit it they-will try in-some-way to-cover it up.

LESSON XIX.

PREFIXES AND SUFFIXES.

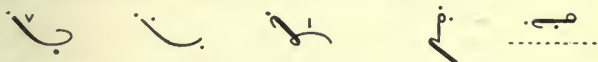
337. **Definition of Prefix.**—A prefix is a phonographic sign placed at the beginning of an outline (either joined or detached) which is used with more than its ordinary signification.

338. **Definition of Suffix.**—A suffix is a phonographic sign placed at the finish of an outline (either joined or detached) which is used with more than its ordinary signification.

339. **“Com,” “Cum,” or “Con.”**—When a word commences with either *com*, *cum*, or *con*, its outline is generally abbreviated by omitting the consonant-signs of this syllable, and simply writing the rest of the outline in the most convenient way. The omitted syllable is, however, usually indicated in one or the other of the following ways:

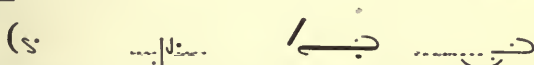
I. By placing a light dot near the beginning and in

line with the first stem of the abbreviated outline; thus,—



combination company cumbersome constable congress

II. By simply writing the abbreviated form, without the dot, close to the outline of the next preceding word; thus,—

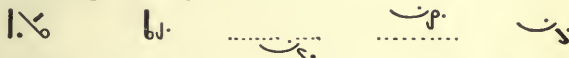


they-complained it-contained large-congregation in-connection

This latter mode is called "indication by proximity."

REMARK. It is entirely optional with the phonographer which mode of indication he will use; and one may be employed at one time, and at other times the other mode may be adopted, according to which best suits the occasion.

340. **In the Middle of Words** any of these syllables, *com*, *cum*, *con*, etc., and also the syllable *cog*, may be indicated by proximity; thus,—

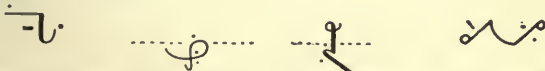


decompose discontent incomplete inconstant incumbent



disencumber unconscious recognition reconcile reconvey

341. And sometimes, in the middle of words, even proximity itself is omitted, and the latter part of the outline joined to the first, without removing the pen from the paper; thus,—



accommodation inconsistent inconsiderable circumference

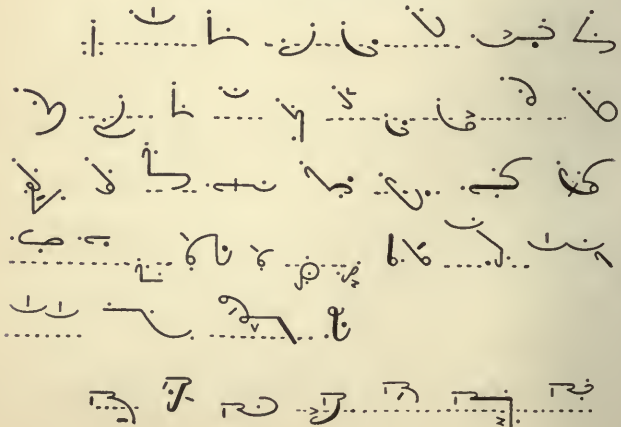
342. **"Cog" at the Beginning of Words.**—Although the syllable *cog*, in the middle of words, is indi-

cated by proximity (339, 340), yet, at the beginning of words, it is never, like *com* and *con*, expressed by the dot, but is always written in full. In words commencing with *cogn*, if the first three letters are pronounced kog, as in *cognomen*, the syllable is written with Kay-Gay; if the entire combination *cogn* is pronounced kon, as in the word *cognizance* (as pronounced by some), it is written with the sign Ken.

REMARK. It will be noted that the syllables *com* and *con* are indicated by the dot, regardless of whether *com* is pronounced kom, as in *combination*, or kum, as in *company*; or whether *con* is pronounced kon, as in *condemn*, kun, as in *constable*, or kong, as in *congress*.

343. Full Outlines Sometimes Best.—When a word begins with *con* followed by *t* (*cont*), the use of the half-length Kent will sometimes give a better outline than will come from using either the dot or proximity. See the outlines of the words *contour*, *contiguity*, *continent*, etc.

READING EXERCISE.



WRITING EXERCISE.

344. Commit, convey, compel, confine, contain, condition, competition, convention, component, composure, communicate, compete, compatible, combined, confound, compose, concise, combustion, composition, comply, control, compliment, compromise, conclusion, congressional, conversation, conclude, complaint *or* complained, compartment, constancy, consent, consist, construe (accented on first syllable); reconstruction, unconsciously incumbrance, unconditional, circumlocution. (343) Contagious, contents, contused, contortion (-Rshn), contiguous, continental.

345. **Straight Breves and Proximity.**—The breves for *a*, *and*, *I*, *of*, *the*, and *he* may be written close to the beginning of a word-outline from which initial *com* or *con* has been omitted, to indicate respectively *a com* or *con*, *and com* or *con*, *I com* or *con*, *etc.*

346. **Has no Position of its Own.**—In such cases the breve-sign does not have any position of its own, but accommodates itself to the position of the outline which it precedes.

347. The straight breve-words before *com* or *con* are written as follows:

A or *and com* or *con*, always by Poid.

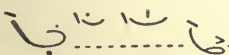
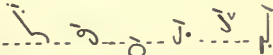
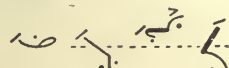
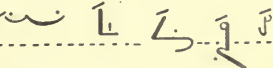


I or *of com* or *con*, always by Roid.

The com or *con*, always by Choid.

He com or *con*, by Toid or Koid.

348. **Breve Written First.**—The breve-sign should always be written before making the outline of the succeeding word.

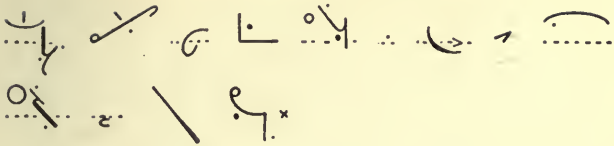
Examples :

a-  and- 
 I-  of- 
 the-  he- 

REMARK. "Ing."—The "Ing-dot," the use of which is explained at 148, under the definitions given is properly a suffix, the same as the dot for *com* is a prefix.

READING EXERCISE.

Handwritten phonographic symbols on a four-line grid. The symbols are arranged in approximately 12 rows. Each row contains several individual symbols or small groups of symbols. Some symbols include small numbers (e.g., 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50) and small 'x' marks, likely indicating stroke order or specific phonetic values. The symbols are a mix of straight lines, curves, and dots, representing different phonetic elements in the Munson Phonography system.



WRITING EXERCISE.

To-avoid confusion *and* conduce to-the comfort *of-all in-the* conference, *members of-the* commission should confine themselves to communications *that-have* direct connection *with-the* subject-matter concerning-*which* they-are convened. *With* one consent they concluded to consult *together and-then* act in concert. Confer *with-your* companions *and-then* convey to-the Convention, *when-it* convenes again, *your* conclusions about reconstruction. *I* concur *with every-thing* contained in-*his* comments on-the constitutionality *of-the* Consolidation Act; it-was *a* commendable *and* uncommonly fine contribution to-the arguments. *The* compensation *of-the* Commissioner *is* small in comparison *with* some incomes in commercial life. On-the completion *of-the* work-of reconstructing *the* old Congregational Church, *the* contractor, after consulting in-*a* conversational way *with* some-*of-the* congregation, *and* in-consideration *of* certain mutual concessions, concluded to-reduce *his* bill.

349. "Ble" and "Bly."—Whenever, in writing the terminal syllables *ble* and *bly*, the regular form *Bel* cannot be readily joined, as occurs in writing such words as *attainable*, *provable*, *fashionable*, *reversible*, etc., the simple stem *Bee* may be used instead. Then, if ever complete outlines be required, *El* may be added to the *Bee* in writing *ble*, and *Lee* may be added in writing *bly*. See outlines of *sensible* and *sensibly*.

350. "Bleness," "Fulness," "Iveness," and "Lessness."—These terminal syllables, in such words as *teachableness*, *usefulness*, *combativeness*, *carelessness*, etc., may be abbreviated by writing them respectively with detached *Bess*, *Fess*, *Vess*, and *Lees*.

351. "Ever" and "Soever" in Compounds.—

These words, when not standing alone, are written as follows:

352. *Ever*, at the beginning of words, as in *everlasting*, *evermore*, etc., is always written in full (Ver).

353. At the end of words, if not immediately preceded by the syllable *so*, the termination *ever* is written with either the Vee-hook or the stem Vee.

354. *Soever* is usually written with breve-s and the stem Vee (Sev). But if the primitive word ends with breve-s, stem Ess is used instead of the circle. See outlines of *whencesoever* and *whosoever*.

355. **Position.**—The outline of the first word of every compound ending in *ever* should be written in its proper position, without regard to the location of the primary accent. See outlines of *wherever*, *however*, and *forever*.

356. "For," "Fore," and "Form."—The syllables *for* and *fore* at the beginning of words, and the syllable *form* at the end and in the middle of words, as in the words *forbid*, *forever*, *foreknowledge*, *foreshadow*, *perform*, *platform*, *uniformity*, etc., are frequently written with the stem Ef, either joined or disjoined.

357. "Magna," "Magne," and "Magni."—At the beginning of such words as *magnanimity*, *magnetic*, *magnificent*, etc., the first two syllables are usually written with the stem Em, disjoined and placed over and near the commencement of the rest of the outline. This latter part of the outline is written in the position required by the accented vowel.

358. "Mental-ly," "Mentality."—The terminations *mental-ly*, *mentality*, in such words as *sacramental*, *supplemental*, *instrumental-ly*, *instrumentality*, etc., may be

written by the stem *Ment*, disjoined and placed after and near the preceding part of the outline.

359. **Position.**—The outlines of these words, except that of *instrumentality*, are written in the position of the primary word.

360. **“Ology” and “Alogy.”**—The terminations *ology* and *alogy*, as in the words *theology*, *pathology*, *physiology*, *mineralogy*, etc., may be written with the stem *Jay*, either joined or detached, according to convenience. Sometimes the full outline is used, as in the words *etymology*, *philology*, *tautology*, etc.

361. **“Self” at the Beginning of Words.**—In such compounds as *self-defense*, *self-esteem*, *self-same*, etc., *self* may be written with breve-*s* on the line; the rest of the outline being placed close after it, and in its own proper position. The prefix *un* before *self* may be written with the En-curl in writing the word *unselfish* and derivatives.

362. **“Self” at the End of Words** may be written with the full outline, *Slee-Ef*, or with the breve-*s*, usually joined, but occasionally detached and placed close to the preceding part of the outline.

363. **“Selves,” final**, is usually written with the large circle (breve-*sez*) joined.

364. **“Ship.”**—The suffix *ship* may be written with the stem *Ish*, and either joined or detached, according to convenience.

Shus.—See new rule, page 202, paragraph 449.

365. **“With.”**—The syllable *with*, wherever it occurs in a word, is written with the stem *Dhee*. In writing the word *forthwith* the stem *Ith* may be used.

366. **“Worthy,”** wherever it occurs in a word, is written with its abbreviation, *Thoid-Dhee*.

READING EXERCISE.



WRITING EXERCISE.

Lamentable, attainable, exceptionable, defensible, permissible-y, forcible-y, reversible, invincible, serviceableness, salableness, favorableness, joyfulness, painfulness, doubtfulness, hurtfulness, usefulness, fruitfulness, combativeness, destructiveness, talkativeness, fearlessness, worthlessness, heedlessness, helplessness, evermore, whichever, whichsoever [wheresoever], whithersoever, whoever, forbidding, forbearance, forget, formality, misinformed, uniform, fore-

knew, fcrethought, magnetize, magnify, magnitude, supplemental, sacramental, instrumental, phraseology, pathology, doxology, etymology [written in full], self-evident, self-love, self-confidence, myself, yourself, ourselves, courtship, lordship, workmanship, unship [in full], withdraw, withstand, withstood, wherewith, worthiness, blameworthy, unworthy.

REMARK. The following Writing Exercise on the subject of Phrenology has been selected because it brings in quite a number of the more important suffixes that have just been explained. In the early days of Phonography in this country the reporting of "characters," from the dictation of professional phrenologists, was one of the frequent employments of shorthand writers.

WRITING EXERCISE. SUBJECT: "PHRENOLOGY."

367. *Vitativeness Strong*. Set a very high estimate upon life and will resist disease to the last; with the other propensities strong, will manifest great courage in self-preservation.—*Executiveness very Strong*. Are extremely aggressive, active, energetic; can't be still; delight in doing, undertaking, dispatching work, business, study, and whatever is to be done.—*Acquisitiveness Good*. Are anxious to accumulate, industrious in business, sufficiently economical; cannot bear extravagance.—*Secretiveness very Strong*. Are very reserved, sly, non-committal; too secretive to be strictly honest. With moderate Conscience are sly, tricky, foxy, untrustworthy.—*Amativeness Strong*. Are very loving, warm-hearted, and affectionate; a great admirer of personal beauty as well as intellectual attainments in the opposite sex.—*Inhabitiveness very Strong*. Have an extremely strong attachment to one place; cannot think of changing; prefer the old home with all its disadvantages to moving to a more favored spot with many improvements.—*Constructiveness very Strong*. Are extremely fond of making things; have great natural mechanical ingenuity; want to take everything to pieces to study its mechanism; are always contriving and constructing plans of some form.—*Mirthfulness very Strong*. Are extremely fond of the ridiculous; are always laughing and making others laugh.—*Agreeableness very Strong*. Are extremely winning, bland, and agreeable; always wear a pleasant smile; say the most disagreeable things in a pleasant manner; are polite and courteous to all.

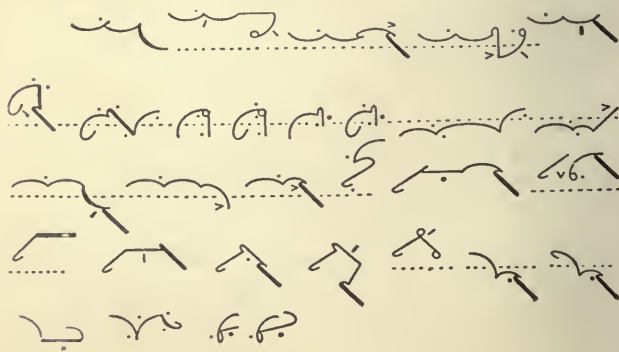
LESSON XX.

WORDS COMMENCING WITH "IN," "EN," "UN,"
"IL," "IM," "IR."

368. When the prefix *in*, *en*, or *un* is added to words beginning with *n* (as in *nerve-innerve*, *noble-ennoble*, *necessary-unnecessary*), or the equivalent prefix *il*, *im*, or *ir*, to words beginning with *l*, *m*, or *r*, respectively (as in *legal-illegal*, *moderate-immoderate*, *regular-irregular*), the outlines of the derivatives (*innerve*, *ennoble*, *unnecessary*, *illegal*, *immoderate*, *irregular*, etc.) are distinguished from those of the primitives (*nerve*, *noble*, *necessary*, *legal*, etc.) by repeating the sign of the first consonant of the primitives.

369. Sometimes the rule at 104, for the use of downstrokes and upstrokes at the beginning of outlines, as affected by the absence or presence of an initial vowel, may be applied, thereby obviating the necessity of duplicating the first consonant; as in the outlines of *irrigation*, *illustration*, *illustrate*, *irrelevant*, *irreligious*, etc.

READING EXERCISE.



WRITING EXERCISE.

370. Unnatural, unnavigable, unnecessary, unnoticed, illegal, illegible, immemorial, immoderate, immoral (-M-Rl), immortal (-Mrt-L), irreverent, irremediable, irrefutable, irregular, removable, irremovable [irremediable], irrepressible, irresistible, irrespective, irrevocable. (369) Irruption, irreligious (R-L-), illumination.

RULES FOR THE FORMATION OF PAST-TENSE OUTLINES, ETC.

371. The phonographic outlines of the past tense of regular verbs are generally formed from those of the first person of the present tense, in accordance with the following rules.

RULE I.—TERMINATIONS IN FULL-LENGTH STEMS.

372. When the form for the present tense consists of or ends with a full-length stem, whether simple or hooked,—usually by halving such stem (as in writing *etched, viewed, called, fined, cautioned, attached*, etc.); but occasionally by simply adding to it the stem Dee, especially if the word has but one consonant-stem; see *keyed, rowed, annoyed, laid*, etc.

373. When, however, the form of the present tense contains more than one stem, and the last stem cannot properly be halved, sometimes an equivalent stem that may be halved is substituted (as in writing *dash, dashed; fire, fired*); but in most such cases the final stem is not changed, and either Tee or Dee is added to it (as in *evoked, looked, bobbed*, etc.).

RULE II.—TERMINATIONS IN HALF-LENGTH STEMS.

374. When the form for the present tense consists of or ends with a half-length stem, whether simple or hooked,—by making it full length and then adding Ted or Ded (as in writing *cheated, included, amounted*, etc.).

375. But, in case the present-tense form ends with a hook so situated that in making the past-tense outline the final Ted or Ded cannot readily be added to it, the stem-form must be substituted for the hook, and the final Ted or Ded joined on to that (as in writing *anointed grafted*, etc.).

376. After the stems Tee, Dee, Way, and Yay with simple terminations, the final Ted or Ded of past-tense outlines must be detached and lapped (as in writing *doubted, awaited, treated, dreaded*, etc.).

377. Sometimes when the stem Way, Yay, or Hay is used in the present-tense forms, its breve-sign equivalent is used in the past-tense forms (as in writing *weigh, weighed; wait, waited; heat, heated*, etc.).

RULE III.—TERMINATIONS IN LENGTHENED STEMS WITHOUT FINAL HOOKS.

378. When the form for the present tense consists of or ends with a lengthened stem *without final hook*,—either by simply adding Dee to the present-tense outline, or by changing the double-length to a single-length stem, and then adding Tred, Dred, or Dherd, according to which is required to be added by the particular word in question (as in writing *feathered, loitered, shattered, ordered, withered*, etc.).

RULE IV.—TERMINATIONS IN LENGTHENED STEMS WITH FINAL HOOKS.

379. When the form for the present tense consists of or ends with a lengthened stem *with final hook*,—by changing the double-length to a half-length with the same final hook, and then adding Erd (as in writing *pondered, foundered, blundered, slandered*, etc.). The outline of *engendered* cannot be written according to the rule.

RULE V.—TERMINATIONS IN BREVE-S NOT INSIDE OF A HOOK OR CURL.

380. When the form for the present tense ends with breve-s, not written inside of a final hook or curl,—by changing the circle to a small loop (as in writing *passed, used, chanced*, etc.).

RULE VI.—TERMINATIONS IN BREVE-S INSIDE OF A HOOK OR CURL.

381. When the form for the present tense ends with breve-s, written inside of a final hook or curl,—by writing the hook or curl consonant with its stem-sign, and changing the circle to a small loop (as in writing *fence, fenced; license, licensed*, etc.).

RULE VII.—TERMINATIONS IN BREVE-SEZ.

382. When the form for the present tense ends with breve-sez,—by simply adding Dee to the large circle (as in writing *emphasized*, etc.).



WRITING EXERCISE.

387. (372) Paid, ebbd, aimed, played, applied, offered, chained, rained, fined, assigned, achieved, battered, motioned, cleaned, braved, rowed, allowed, foamed, shaved, coiled, peopled, saved, waved *or* waived, waked, yoked, hemmed, inclined. (373) Fire, fired (-Rd), flocked, lacked, clucked, gagged. (374) Shout, shouted, include, included, prompt, prompted, bond, bonded, plant, planted, invent (375), invented. (376) Doubt, doubted, dread, dreaded. (377) Weight, weighted, heat, heated. (378) Shattered, altered, furthered, withered. (379) Pondered, rendered, wondered, blundered, slandered. (380) Raised, faced, amused, leased, forced, witnessed, pleased, addressed, bruised, chanced, glanced. (381) Fence, fenced, silence, silenced. (382) Criticised, exercised, possessed. (383) Posted, fasted, arrested, trusted. (384) Fostered, bolstered, flustered, mustered. (385) Poison, poisoned, fasten, fastened, listen, listened.

FORMS OF PLURAL AND POSSESSIVE NOUNS, ETC.

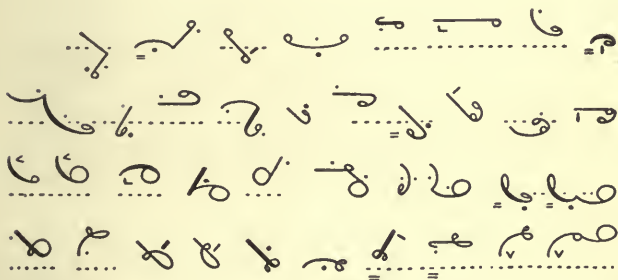
388. The outlines of nouns in the plural number, ending regularly in *s* or *es*, as well as of nouns in the possessive case, are formed from the outlines of the singular number in the following manner :

I. Except when the outline of the singular number ends with breve-s,—always by the addition of breve-s.

II. When the outline of the singular number ends with breve-s,—by changing the breve-s to breve-sez. If the final breve-s of the singular number is turned within an n-hook or curl, (as in *fence* or *license*), the stem En must be substituted for the hook or curl before joining the breve-sez.

389. **Certain Verb Forms.**—The outlines of verbs in the third person singular of the indicative present are formed from the outlines of their roots exactly in accordance with the foregoing rules for plurals and possessives; thus, *love, he loves*,—*hiss, it hisses*,—*lance, he lances*,—*license, he licenses*, etc.

READING EXERCISE.



WRITING EXERCISE.

390. Days, sheep's, pins, matters, grounds, painters or painter's or painters', men's, funds, infant's, roofs, passions, nations or nation's, ancients, writers or writer's, scepters, physicians, incisions, case, cases, miss, misses, sources, Jones's, appearances, fence, fences, lens, lenses, processes, posts, rosters, spinsters, poisons, lessons, Wesson's, Watson's, absence, absences.

UNVOCALIZED PHONOGRAPHY.

391. Assuming that the learner has up to this point in his study made it a rule to vocalize pretty fully everything that he has written, he must now be familiar with all the principles of vocalization, and have become quite expert in placing the vowel-signs to the outlines of words. He may, therefore, now begin to leave out those signs and to write nothing but the consonant outlines. In all practice from dictation for speed the vowel-signs should be omitted. This is called writing unvocalized phonography, which is the kind of phonography that all shorthand reporters and amanuenses write. And yet every phonographer must sometimes insert a vowel-sign in order to have his notes always readily legible ; so it will not be well to give up entirely and for all the vocalizing of words. A little special practice now and then with vocalized phonography should be kept up so as to keep the hand in. But the sooner one learns to read unvocalized phonography the better, and, with the exception of an occasional vowel thrown in for safety, the outlines should be left entirely without vocalization. Some phonographers hang on to the vowels too long, and so detract from speed, and at the same time actually endanger the legibility of their writing.

MISCELLANEOUS ABBREVIATIONS.

392. The following list contains all the miscellaneous phonographic abbreviations that are required by shorthand writers, even in the swiftest verbatim reporting ; and learners should not adopt any others. Speed in writing phonography does not come from the use of a great number of contracted forms. And yet it is true that there are times when the reporter, in order to both save time and avoid the labor of repeatedly writing the long outline of some oft-recurring word, will improvise an abbreviation for it, to be used for the time being only. Then again, on the other hand, there is nothing absolutely compulsory about the invariable employment of all these abbreviated outlines. If the reporter chooses, for reasons of his own, to sometimes use the full outline of a word, instead of the abbreviated form, he may do so. But the author recommends that every writer of the system adopt, and, as a rule, use, the list in its entirety.

LIST OF ABBREVIATIONS AND INITIALS.

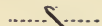





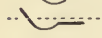

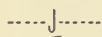





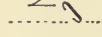

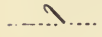

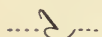




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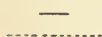

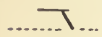



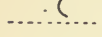

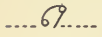

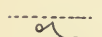

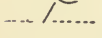

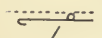

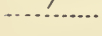

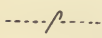

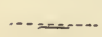

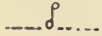

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












































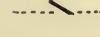

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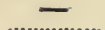

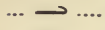














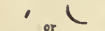

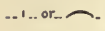

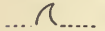

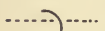

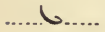






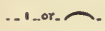


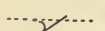



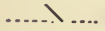





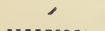

B.





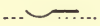







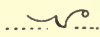


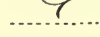





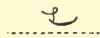








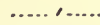

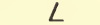
















.....	B.
.....	bank-note
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.....	bankruptcy
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.....	began
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	belief-ve		circumstantial
	belong		citizen
	beneficial		collect
	benignant		come
	between		consequence
	beyond		consequent
	bishopric		contingency
	brethren		controversy
	brother		correct
	brother-in-law		could
	but		county
	C.		cross-examine




















































	C. cabinet	D.	D.
	can		danger
	capable		December
	captain		defendant
	catholic		degree
	celestial-ly		delinquent
	certificate		deliver
	change		democracy-tic
	characteristic		democrat
	charge		describe
	children		description
	christian		develop
	circumstance		did

	differ-ence-ent		evangelical
	difficult-y		ever
	dignify		executrix
	dignity		experience
	discriminate		extraordinary
	distinct		F.
	distinguishing		F.
	do		fact
	Dr. (doctor)		familiar
	doctrine		familiarity
	dollar		February
	domestic		financial-ly
	during		first
	dwell		for
	E.		form
	E.		found
	effect		frequent
	electric		from
	electrical-ly		G.
	electricity		G.
	electro-		gave
	endeavor		general-ly
	episcopal		generation
	equality		gentleman
	especial-ly		gentlemen
	establish		give-n

	go		immediate
	govern		important- <i>ce</i>
	governor		inartificial
	Great Britain		indignity
H.			indispensable- <i>y</i>
	H.		infer
	had		influence
	half		inscribe
	has		insurance
	have		intelligence
	he		intelligent
	health- <i>y</i>		interrogatory
	hear, here		is
	heaven	J.	
	held		J.
	help		January
	her		Jr. (junior)
	him		jurisprudence
	his	K.	
	history		K.
	home		kingdom
	hope		knew
	horse		knowledge
I.		L.	
	I.		L.
	I.		language

	languish		
	large		N.
	larger		neglect
	largely		negligence
	legislature		negligent
	length-y		never
	long (adj.)		nevertheless
	M.		new
	M.		New-York
	malignant		next
	manufactory		nobody
	manufacture		notwithstanding
	manufacturer		November
	manuscript		now
	Massachusetts		number
	member		O.
	memoranda		O. O, oh, owe
	memorandum		ob'ject
	mental		object'
	misdemeanor		objection.
	mistake		observation
	Mr. (mister)		observe
	mistook		of
	mortgage		opinion
	mortgagee		opportunity
	movement		other

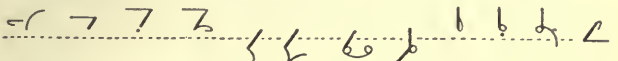
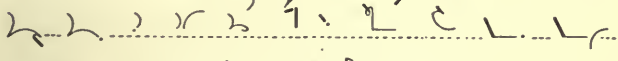
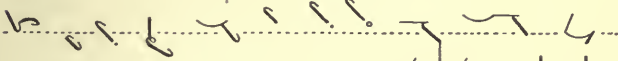
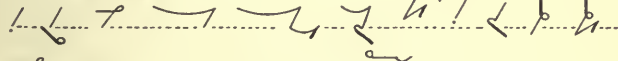
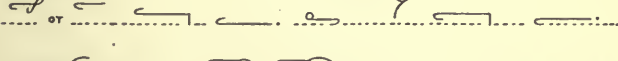
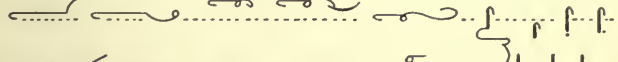
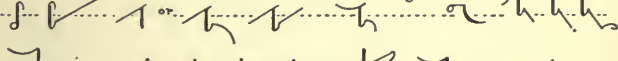
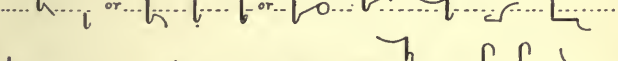


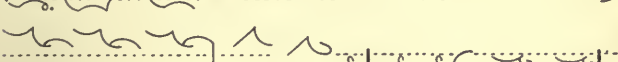
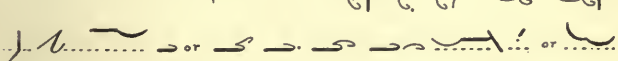
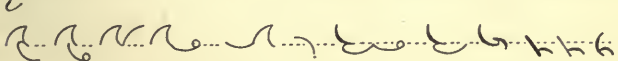
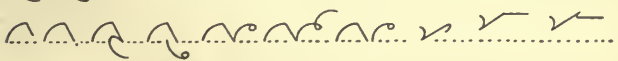
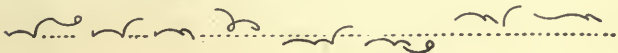

	our		practised
	over		preliminary
	own		prerogative
P.			
	P.		preservation
	parliament		principal-le
	part		privilege
	particular		probability
	peculiar		probable-y
	peculiarity		proportion
	pecuniary		public-sh
	people (n.)	Q.	
	perform		Q.
	performance		qualify
	perpendicular		quality
	perpendicularity		quarter
	phonographer		question
	phonographic	R.	
	phonography		R.
	plaintiff		recollect
	plenipotentiary		recollection
	popular-ity		recover
	possible-y		refer-ence
	practicable-y		regular
	practical-ly		regularity
	practice		religion
			remark

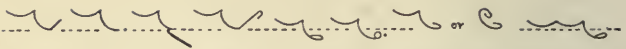
	remember		signify
	remembrance		similar
	represent		similarity
	representative		single
	representation		singular
	republic-sh		singularity
	repugnant		something
	responsibility		somewhat
	responsible-y		somewhere
	resurrection		southern
	Rev. (reverend)		speak
	revolutionary		special-ly
	Roman Catholic		specification
S.			spoke
	S.		subject
	San Francisco		subjection
	satisfaction		subjective
	satisfactory		subscription
	savings-bank		suggestion
	Savior		superintendent
	send		surprise
	September		swear
	several		swore
	shall		sworn
	should		sympathy
	significance		system

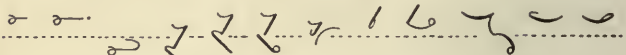
	T.	----- / -----	were	
----- | -----	T.	----- 2 -----	what	
----- (-----	thank	----- c -----	when	
----- (-----	that	----- / -----	where	
----- . -----	the	----- / -----	which	
----- (-----	their, there	----- / -----	who-m	
----- (-----	them	----- / -----	whom	
-----) -----	these	----- (-----	width	
-----) -----	thing	----- (-----	will	
----- (-----	think	----- ε -----	without	
----- (-----	time	----- / -----	world	
----- — -----	together	----- (-----	worth	
----- l -----	transfer	----- { -----	worthy	
----- 2 -----	transubstantiation	----- 3 -----	would	
----- 1 -----	truth			
	U.			
----- n or v -----	U.		Y.	
----- f -----	understood	----- / -----	Y.	
----- (-----	uniform	----- / -----	year	
----- 6 -----	United States	----- (-----	yet	
----- (-----	universe	----- / -----	young	
-----) -----	usual-ly	----- v or f -----	you	
----- / -----	usury	----- (-----	your	
----- 2 -----	usurious			V. X. Z.
	W.	----- (-----	V.	
----- x -----	W.	----- r -----	X.	
-----) -----	was	-----) -----	Z.	

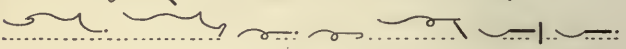
OUTLINES OF DERIVATIVES OF THE ABBREVIATIONS.

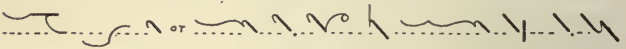
393. In the following collection of words printed in phonography will be found the outlines of most of the derivatives of the words given in the foregoing List of Abbreviations.

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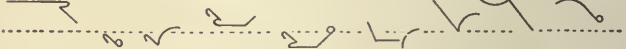
17 

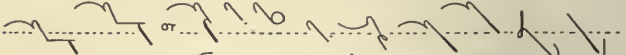
18 


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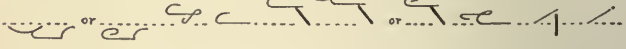
20 


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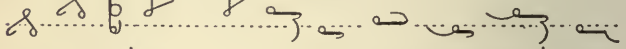
23 

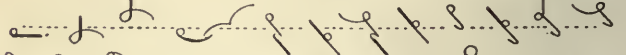
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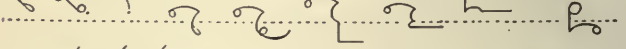
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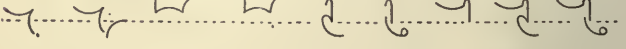
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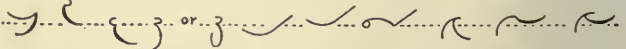
28 

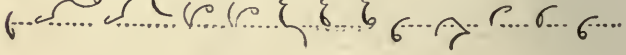
29 

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34 

KEY TO DERIVATIVES OF ABBREVIATIONS.

394. (line 1) Accordingly; acknowledged, acknowledging, acknowledgment; advantageous, advantageously, advantageousness, disadvantage; advertised, advertising, advertiser; angelic; (l. 2) assembled, assembling; astonishing, astonishingly, astonishment; awed, awing, awe-struck, awful-ly; becoming, becomingly; (l. 3) beforehand; believed, believing, disbelief, unbelief; belonged, belonging, belongings; capability, incapable; changed, (l. 4) changing, changeableness, exchange, interchange, interchanged, unchangeable; charged, charging, chargeable, discharge, discharged; (l. 5) christianity; collected, collecting; consequential, consequently; corrected, correcting, (l. 6) correctly, correctness; cross-examined, cross-examining, cross-examination; delinquency; delivered, delivering, delivery, (l. 7) deliverance, deliverer, redeliver, redelivery, undelivered; described, descriptive; developed, developing, development, (l. 8) undeveloped; differed, differing, differences, differential, indifferent; difficultly; dignified, (l. 9) dignifying; indiscriminate; distinctness, indistinct, indistinctness; indoctrinate; dwelt, dwelling; effected, (l. 10) effecting; electrify; endeavored, endeavoring; established, establishing, establishment; experienced, experiencing, inexperienced; extraordinarily; familiarize, familiarized, (l. 11) familiarizing, familiarly, unfamiliar; firstly; formed, forming, inform, informed, information, (l. 12) informer, informal, informality, reform, reformation; frequented, frequenting, frequently, infrequent, unfrequented; (l. 13) degeneration, regeneration; going; governed, governing, government, governmental, ungovernable; having; (l. 14) healthful, healthfulness, healthily, healthiness, unhealthy; hearing; heavenliness, heavenly, heavenward; beheld, upheld, withheld; (l. 15) helped, helping, helpful, helpfulness, helpless, helplessly, helplessness; historian, historic, historical-ly; (l. 16) homeliness, homely, homeward; horseman; immediately, immediateness; importantly, unimportant; (l. 17) inferred, inferring, inferable, inferential; influenced, influencing, influential, uninfluenced; (l. 18) inscribed, inscribing, inscription; intelligibility, intelligible, intelligibility, intelligently; largest, largeness; lengthwise; longer,

longest; (l. 19) non-manufacturing, unmanufactured: mistaking, mistaken, unmistakable; neglected, neglecting, (l. 20) neglectful; newly; numbered, numbering, numberless, out-number, unnumbered; objected, objecting, objectionable; (l. 21) opinionated, self-opinioned; overcome; owed, owing, owes; owned, owning, owner; parliamentary; parted, parting, partly, (l. 22) counterpart; particulars, particularly, particularity, particularize; peculiarly; popularly, unpopular; impossible-y; (l. 23) impracticability, impracticable, practicing, practices; principally, unprincipled; improbability, improbable-y; disproportion; published, (l. 24) publishing, publication, publicly, unpublished; qualified, qualifying, qualification, disqualify, disqualification, unqualified, (l. 25) inequality; questioned, questioning, questionable, unquestionable-y, cross-question; recollected, recollecting; (l. 26) recoverable, irrecoverable; regularly, irregular; irreligion; remarked, remarking, remarkable; remembered, remembering, (l. 27) disremember; represented, representing, misrepresent, misrepresentation; republican, republication, republicanism; repugnancy, repugnantly; (l. 28) irresponsibility, irresponsible-y; dissatisfaction, satisfactorily, unsatisfactory; significancy, significant, signification, insignificant, insignificancy, signified, (l. 29) signifying; dissimilar, dissimilarity; singularly; speakable, bespeak, unspeakable, bespoke, spoken, bespoken, outspoken, unspoken; (l. 30) surprised, surprising; swearing; sympathized, sympathizing, sympathetic, sympathetically; systematic, systemize, (l. 31) systematize; thanked, thanking, thanksgiving-day; things, something, nothing; thinking, thinks, bethink, thinker, (l. 32) unthinking, unthinkingly; timely, untimely; truthful, truthfulness, untruth, untruthful, untruthfulness; (l. 33) unusual-ly; whatever; whenever, whensoever; anywhere, nowhere, somewhere; wilful-ly, willing, willingly; (l. 34) within; worldliness, worldly; worthless, worthlessness; worthier, worthiest, worthies; years, leap-year; younger, youngest; yours.

REMARKS ABOUT ABBREVIATIONS, ETC.

395. **Initials of Proper Names.**—In the foregoing List the first phonographic character under each letter is the sign for that letter when used as the initial of a proper name. See the signs opposite the initials A., B., C., etc. A short tick may be struck across any shaded consonant-sign, used as an initial, to make sure that it will not be mistaken for the corresponding light sign. See B. and P., G. and K., H. and M., Y. and L., etc.

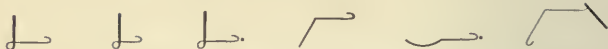
396. This tick across shaded stems may be used to distinguish such words as *got*, *get*, *bags*, etc., from the respective conflicting words *caught*, *cut* or *come*, *box* or *boxes*, etc.

397. In using the phonographic initials, no attention is paid to the sound of the first letter of a name. Thus, the sign at A. (a heavy dot) is the initial of *Arthur* (ā), *Agnes* (ǎ), *Austin* (ǻ), and *Amos* (ā); the sign at C. (or, if preferred, a small longhand *c* may be used instead) is the initial of *Clara* (k), *Christopher* (k), *Charles* (ch), and *Cyrus* (s); the sign at G. is the initial of *George* (j) and *Garret* (g hard); the stem Pee is the initial of both *Philip* (f) and *Paul* (p); the stem Tee is the initial of *Theodore* (th), *Thomas* (t), and *Titus* (t). The stems Chay, Ith, and Ish are never used for initials, and Yay only for Y., not for U., which see in the List.

398. **Words Written out of Position.**—Each of the following words of the List is written out of the position it would occupy if written according to the rule at 82, in order to avoid conflict with the word or words placed after it in parentheses: Advantage (large, age); almost (most); already (well); altogether (again); another (no-other); any (no); do (did); equality (quality); for (after, of-their when written Vether¹); found (find); gentleman (gentlemen); go (come); he, him (me); held (hold); of (I, have); there, their (at-all); other (there, their); over (very); own (know); send (sent); truth (true); were, where (are); which (each).

399. **“Company.”**—Standing alone *company* is written in full; but in phrases it is generally contracted to the stem Kay. Example in List: — Insurance company.

400. **“Cover.”**—When standing alone or beginning a word *cover* should be written in full. But when other syllables precede, it may be contracted to Kev. Examples:



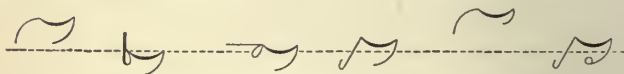
KEY. Discover, discovered, discovering, recover, uncovering, irrecoverable.

401. "Dollar."—When used generally, that is, not in connection with numbers denoting sums of money, *dollar* is written in full.

402. "People," when used as a verb, is written in full.

403. "Will."—As an auxiliary verb *will* is written with the abbreviation Lee or with the El-hook. As an ordinary verb, or as a noun, it is generally written with the sign Weel; but sometimes with Lee. The following sentence illustrates in part the meaning of the rule: "By his will (Weel) he will (Lee) certainly will (Weel) his estate to his son."

404. Ing-Ish for "nguish" and "nquish."—The terminations *nguish* and *nquish* may both be written with Ing-Ish. Examples:



KEY. Languish, distinguish, extinguish, relinquish, languished, relinquishes. See abbreviation for *distinguishing* in List.

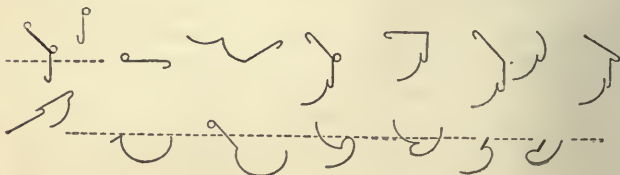
405. Words ending in "ntial-ly" and "ficial-ly."—The outlines of words ending in *ntial-ly* and *ficial-ly* may be abbreviated as follows:

1. Terminate *substantial-ly*, *circumstantial-ly*, *consequential-ly*, and *inferential-ly* with the En-hook.

2. Terminate other words ending in *ntial-ly* with the stem Ish.

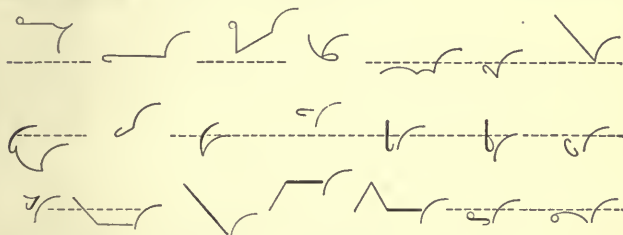
3. Terminate words ending in *ficial-ly* with the stem Shee; except that *official-ly* and *judicial-ly* are usually written in full.

Examples:



KEY. Substantial-ly, circumstantial-ly, consequential-ly, inferential-ly, presidential, credential, prudential, essential-ly, penitential, reverential. Artificial-ly, superficial-ly, official, officially, judicial, judicially.

406. "Ly" added to Abbreviations.—The syllable *ly* is usually added to abbreviations with the stem *Lee*, which is sometimes joined and sometimes disjoined. Examples :



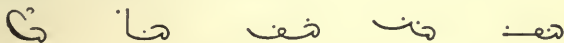
KEY. (joined) Consequently, correctly, extraordinarily, firstly, immediately, particularly, popularly, uniformly, worldly, yearly; (disjoined) accordingly, differently, distinctly, frequently, intelligently, peculiarly, publicly, regularly, repugnantly, significantly, similarly.

407. Omission of Hooks.—There are a few words from whose outlines hooks may be omitted, thereby shortening them considerably, and yet not impairing their legibility. Examples :



KEY. Identical, atonement, assignment, consignment, spendthrift, adjournment, landlord.

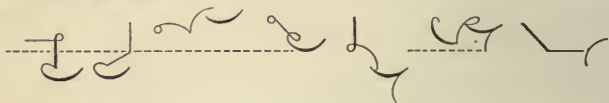
408. "Uation."—Breve-yay (Noid) and the Shun-hook may be blended together, to represent the termination *uation*, in such words as *valuation*, *insinuation*, etc., in the manner shown in the following examples. Its stenotype is "ūshun."



KEY. Valuation, attenuation, insinuation, infatuation, accentuation.

REMARKS ABOUT WORD OUTLINES.

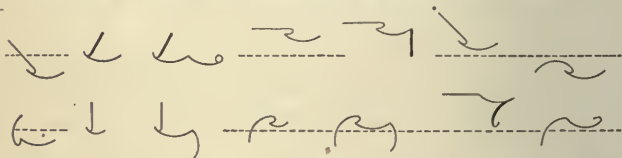
409. "Ingly."—The termination *ingly* is written with the stem Ingl when it will join readily; otherwise it is written with Ing-El. After abbreviations *ingly* is written with disjoined Lee (*ing* being omitted). Examples:



KEY. Exceedingly, touchingly, smilingly, surprisingly, discerningly, everlastingly, becomingly.

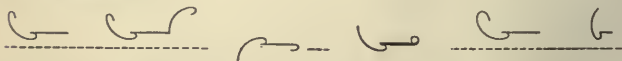
410. "Ington."—The termination *ington* may be written with either Ingt-En or Ing-Ten. In writing the outlines of *Worthington* and *Farmington*, the form Ing-Ten is preferred.

411. Two Consecutive N-sounds.—Two consecutive n-sounds not beginning a word, are usually written with the N-hook followed by the stem En, instead of with stem En and final N-hook (Nen). The outlines of *cañon* and *linen* are exceptions. Examples:



KEY.—Pinion, genuine, genuineness, cannon, cannonade, companion, minion, Athenian, tenant, tenancy, lenient, leniency, cañon, linen.

412. En-hook for stem Ing.—In the case of a few words, in which in the ordinary spelling the letter *n* has the sound of *ng*, it is allowable to use the N-hook for that sound (ng) instead of the stem Ing. Examples:

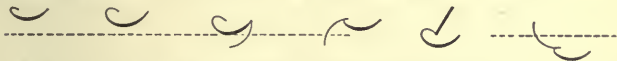


KEY. Frank, Franklin, Lincoln, fungus, flank, thanked.

413. Stem Ing for "ng-g."—Whenever in the common orthography the letters *ng* have the double sound of *ng-g*, as in the words

= Bility — See Art of U, p. 314

anger (ang-ger), *tingle* (ting-gle), etc., it is allowable to write the two sounds (ng-g) with the stem Ing alone. Examples :



KEY.—Anger, angle, English, linger, jungle, finger.

414. **Signs for Initial R.**—Generally at the beginning of words *r* is written with Ree (104, II.). But before Em and Hay with simple beginnings, initial *r* is written with Er (106). If, however, the Em or Hay following initial *r* has an initial hook, Ree is used. But, for the sake of securing shorter or easier forms, the stem Er is used for initial *r* in the following words and their derivatives: retire, retort, return, resume. Examples :



KEY. Rumor, rehearse, retired, retorted, returned, resuming, resumption.

“W” AT THE BEGINNING OF OUTLINES.

415. As the consonant *w* at the beginning of outlines may be written in two ways, either with the stem Way or with a breve-sign, the learner might sometimes be in doubt as to which form to use, but for the fact that such outlines are so classified and arranged in a few groups that they are easily acquired.

416. **General Rule.**—The following general rule covers most cases :

1. Before a stem with simple beginning, the breve-sign, Thoid or Soid, is used ; as in writing *watch*, *walk*, *wave*, *wing*, etc.

2. Before a stem with initial hook or circle, the stem Way is used ; as in writing *waddle*, *waiver*, *wasp*, etc.

417. **“W” and “Wh.”**—The sound of *h* in *wh* being seldom indicated in phonography, a distinction between *w* and *wh* may frequently be made by using the breve-sign for *w* only, and the stem Way for *wh* ; as in writing *weep*, *whip*, *wig*, *whig*, etc.

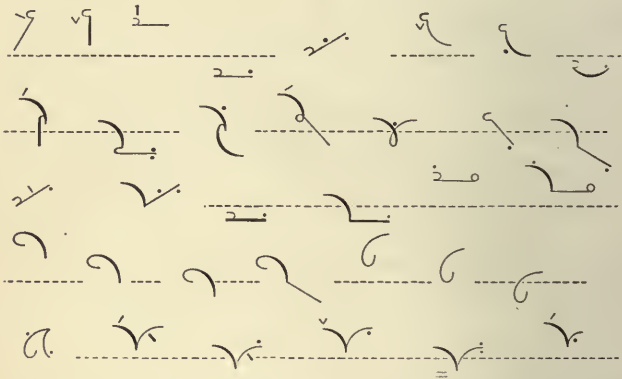
418. **“W-l.”**—The three forms for *w-l*, Well, Weel, and Way-Lee, are used as follows :

1. Well (stem Way with L-hook) is used for *wh-l* ;—as in writing *while*, *whale*, *wheel*, etc.

2. Weel (stem Lee with W-hook) is used for *w-l*;— as in writing *wall*, *wail*, etc.

3. Way-Lee is used for *w-l* when there is a medial and final vowel;— as in writing *wiley*, *willow*, etc.

Examples: .








KEY. Watch, wide, walk, week, wary, wife, waive, wing; waddle, weekly, waiver, wasp, weasel; weep, whip, worry, wherry, wig, whig, wax, whacks; while, whale, wheel, whelp; wall, wail, wool, wealthy; wallow, willow, wily, Willie, wallet.


419. "Wild."—*Wild*, standing alone and in most of its derivatives and compounds, is written with the half-length upstroke Weeld. But in *wildly*, *wild-cat*, *wild-goose*, the half-length down stroke Weld is preferred.

420. "Wood."—The word *wood*, by itself, is written with Thoid-Dee (117). But as a final syllable, especially in proper names, *wood* is occasionally written with half-length Way (Wed). Examples: Linwood, Lidgerwood, Wedgwood, etc.

421. Outlines ending in "tl" and "dl."—The *t* of final *tl*, in such words as *chattel*, *title*, *battle*, *fatal*, etc., is generally indicated by halving; while the *d* in final *dl*, in such words as *paddle*, *fiddle*, *bridle*, etc., is usually written with the stem Dee. Exceptions: *total-ly* [T-Tl], *shuttle* [SH-Tl].

422. Initial **L** before **M-P** or **M-B**, as in the outlines of *lamp*, *limbo*, *lumbago*, etc., is better written with **El** than with **Lee**; thus,  *lamp*.

423. **K** and **P** sometimes Omitted.—The sounds of *k* after *ng* and *p* after *m* are sometimes so short as to be almost imperceptible; therefore, in such cases their signs may be omitted from outlines; thus  *sanction*,  *anxiety*,  *tempt*,  *assumption*.

424. **Perpendiculars Written Upwards**.—Sometimes after a final hook the downstroke half-length Est cannot be joined; and it is then allowable to strike it upward; thus,  *factionist*. In like manner the stem Tee may be joined at the end of the outline of *affectionate* by striking it upward; and in writing *affectionately*, the stem Lee may be joined at the top of the Tee. The stenotypes of these exceptional upstrokes are *St* and *T*. Upward Tee occurs only in this one instance. But upward Est is used in writing quite a number of words, among which are the following: Emancipationist, elocutionist, fashionist, fusionist, perfectionist, annexationist, extortionist, etc.

FESTIVAL OF THE ABBREVIATIONS.

REMARK. The following article, entitled "Festival of the Abbreviations," contains substantially all of the words found in the List. It should be written and rewritten until thoroughly mastered.

425. It probably will-be a long-time [T-M] before there-is-another assembly of ladies and gentlemen brought together here which, for dignity, intelligence, for every mental quality, and for moral worth can stand on-an equality with that which-has just left our city. The Festival, the object of which was to-celebrate (176) the anniversary of-an (163, 167) important event in-the (270) history of-the (167, 164) American republic, was held in-a (163) large, new hall of great architectural beauty, which-is situated just beyond Madison Square. Indeed it-is-the (164) largest assembling (148) place in New-York. The architect, who I hear could always be found on-the premises, did-not neglect an opportunity to-explain (176) the architecture, giving-the (166) perpendicular height and width of-the building (148), to-all (229) who had-a certificate of membership and possessed suffi-

cient familiarity with-the (164) subject to give every specification especial attention and form an opinion of it that-was-not artificial but practically sound. The promoters of-the movement held two meetings (324), the first in September and-the second in November. and then they commenced late in December or early in January to-regularly (406) advertise it by putting (257) every week a long advertisement in-the public prints of larger circulation, which-was (439) different in form each time, and to-do (176) all they possibly could by publishing (148) such preliminary statements as are indispensable to-develop (176) and dignify the affair to-the (270) utmost degree; and not through their-own negligence, or any negligent act of-their employés, let it languish and go where there-is danger that-the (270) gentlemen who represent the Press may, as from lack of sympathy they usually do, send it or any similar scheme or proposed performance, by putting in-the manuscript that-the newspapers publish and republish, an objection or representation that it-is-not practicable. The brethren began to-assemble (176) in February, and almost every quarter of-the United-States was represented (393). A distinguishing characteristic of-the gathering was-the (164) great number-of (197) different kinds of people present with-the title of "Doctor." There-were Dr. Smith, a dentist, Dr. Jones, a regular Old School physician, Dr. Robinson, a surgeon from Bellevue Hospital, whose regularity was never questioned amongst his acquaintances, Dr. Root, who-has practised Homeopathy, according-to all accounts, with beneficial results, and-a horse doctor named Robert Brown, Jr. There-had also come from San-Francisco a Baptist Doctor of Divinity, the benignant Rev. Dr. Waters, who spoke very earnestly of-the Saviour, of-the Angel Gabriel and-the Archangel Michael, of-the advantage of baptism, of-the resurrection and-of-the celestial joys of-the kingdom-of-Heaven. Next, an archbishop from Massachusetts, whose bishopric had been left in-charge-of (197) another, told us why every citizen should belong to-the Roman-Catholic Church and believe in-the truth of-the doctrine of transubstantiation, giving in distinct language his reasons for-such belief. A Protestant Episcopal bishop from western Pennsylvania spoke of-the Christian-religion and-of Christianity in-general, incidentally speaking (148) of-his-own church as "The Holy Catholic Church of America;" which remark caused some surprise among-the members of-other (271, Rem.) evangelical churches.

I recollect, and-I presume you all have-a remembrance of-it (270), that during our sessions the capable Governor of Wisconsin, whose popularity is said to-be (176) in proportion to-his ability (268) in public speaking, and who-was present from-the beginning (148), told us how to govern both a state and-a large family of children, describing-the (166) difference in principle between those two kinds of government. The meeting (257) was aristocratic as-well-as (311) democratic. A republican representing-the (166) aristocracy and-a democrat representing-the democracy had a controversy about Home Rule, making frequent reference to-the license question. What seemed to astonish people most was that they-would differ about everything; the difficulty being that neither would acknowledge the importance of anything the-other (276) said, or that it could possibly be true. But no indignity was offered by either. A phonographer, who had practised phonography in-the legislature for a year, and was consequently very familiar with-the art, made phonographic memoranda of everything that each gentleman said and did. Now, because one-of these distinguished gentlemen gave his opinion about Great Britain and her system-of jurisprudence, and spoke frequently (406) of "plaintiff" and "defendant," "mortgage" and "mortgagee," and of "delinquent jurors," and would dwell on-the importance of circumstantial evidence, and cross-examine everybody, (allowing nobody to-escape), by putting a-great-many lengthy interrogatories, sometimes saying "I object," in-the usual way, people generally were led to-infer (176) that-he might be a representative of-the Bar, and said they-would (435) thank him if-he-would deliver a lecture on-the practice of-the law.

Captain David Emerson, a-man of high financial standing and large pecuniary responsibility, and-of much influence in public affairs, who-is understood to-be president of-a savings-bank as-well-as of-a bank-note engraving company and-a director in several insurance-companies, also a manufacturer having-a manufactory somewhere in southern Illinois, where he-is largely engaged in-the manufacture of woolen cloths principally (393) for domestic use, and who does-not owe anything to anybody, spoke in-favor of-a uniform and satisfactory bankruptcy law which-would enable people who-are (230) bankrupt to-recover (176) themselves and become financially responsible again and-as-a consequence begin life over as others have begun it before notwithstanding their failure. Usury, he-said, was specially

repugnant to-him (169), and he took satisfaction in-the fact that malignant creditors could-not collect under-a usurious contract. Mr. Johnson, his brother-in-law or half brother, I-don't remember which, though yet quite a young man, is superintendent of-an electric supply company, and-has probably more practical knowledge of electricity and electro-magnetism, and of-the universe in-general, than any similar person in-the-world, embraced the opportunity to-say something on-those subjects, using many electrical instruments to occasionally illustrate a peculiar observation or suggestion that might without them be somewhat difficult if-not altogether impossible of preservation in one's recollection. I-speak the truth with some awe when I-say I-shall ever remember the extraordinary and singular circumstance of-his saying it-was (439) his privilege, aye, his prerogative to-endeavor to-establish by a single subjective description the probability of-a particular theory, the immediate effect of-which, if-it should-be accepted and become popular would-be quite revolutionary, as it-would change or qualify the significance of much that-we perform electrically, and help correct the mistake made by-the first generation of intelligent and worthy investigators who, I-think, knew not one thing about-the peculiarity of electricity which made the telephone possible.

There-was also present a member of-the Canadian Parliament, and formerly of-the Cabinet, a fine, healthy looking man, whom we frequently mistook for our minister plenipotentiary, so striking was-their similarity of appearance. It may-not signify much or show great singularity of conduct, but nevertheless I heard him observe, and I made a memorandum of-it, that he never swore in-his life, and never would swear under any contingency except when sworn on-the Bible.

Miss Emily Blank, a woman of large experience, who-has already been admitted to-the Bar, took the principal part in-the debate on-the duties of-an administratrix or executrix. She could discriminate between a felony and-a (163) misdemeanor, and their consequent penalties, and was especially earnest in-the hope that all who-are given to crime will-be brought into subjection. Her advice to every young man was, "Inscribe your name in-the Temple of Fame, and there let it stay forever and aye (ā)."

LIST OF PHRASES.

A.

Able to...
 about that...
 about which there
 above all...
 after all...
 after business hours
 after me
 again and again...
 against us... or...
 all directions...
 all of
 all our... or
 all right
 all such
 all the... or
 all their
 alter an...
 although there is...
 always there...
 always was
 among all their...
 among its
 among our
 among us... or
 an alarming...
 an emergency...

an important...
 and as there has...
 and as they are...
 and that...
 and this...
 and yet...
 another affair...
 another day...
 another point...
 any other...
 any other time...
 any part of their...
 any statement...
 anyone...
 anyone else there...
 anyone there...
 anything about...
 anything else...
 anything less...
 are a...
 are all...
 are we not... or
 as a matter of fact...
 as early as...
 as far as...
 as far as they...
 as far as will...

as good as
 as great as
 as if
 as lately as
 as little as
 as long as
 as long as the other
 as long as they are
 as other
 as our
 as soon as
 as to
 as we
 as well as
 as you
 ask you
 at all events
 at all times
 at another
 at its
 at once
 at one time
 at or
 at some time
 at that
 at the same time
 at the time
 at their

at their own
 at your or
 Atlantic Ocean

B.

Baptist Church
 be there
 bear in mind
 bearing in mind
 because they are
 become of their
 been the
 been there
 before and after
 before another
 before any other
 before no other
 before or after
 before us
 began an
 begin their
 best of my recollection
 best of your recollection
 best recollection
 better and (or than)
 between the
 bill of exchange
 bill of particulars
 bill of sale or

but lately or
 but little
 but we or
 by and by
 by its
 by other
 by that
 by the by
 by their own
 by your or
 C.
 Can be seen
 can that
 can the other
 can there be
 can this
 can we or
 can you or
 can you tell
 cannot say
 cannot see
 can't
 cause of action
 causes of action
 certain extent
 charge of anything
 charge of their
 circumstances of the case
 D.

common law
 Constitution of the U. S.
 could have been
 could have been there
 could there be
 couldn't
 Court of General Sessions
 Court of Sessions
 cross and
 D.
 Danger of
 day after day
 day of the
 day of the date
 day or two
 day time
 days afterward
 dear sir
 defendant's counsel
 depend upon their
 did you ever
 did you give
 did you have
 did you have anything
 did you remember
 did you see me
 didn't
 do we or
 X

do you believe
do you belong
do you ever
do you have
do you know
do you mean to be
do you own
do you recollect
do you remember
does not
doing there
don't
down there
during that time
during the time

E.

Each other
Eastern States
eight or ten
eternal life
every one
extra session

F.

False and
fast or slow
faster and
faster than
fellow citizens

fifteen or twenty...¹⁵.....²⁰.....
first time
five or six
for ever and ever
for his own account.....
for instance
for its
for that
for the purpose
for the sake of the
for their
for which they are
four or five
from all other
from day to day.....
from generation to generation.....
from hour to hour
from place to place
from time to time
from us
from week to week
from your own knowledge.....
fuss and

G.

Good deal
great number of
great while ago
greater or less

H.

Had a
 had been done
 had or not
 had the or
 had there been
 had therefore
 had they
 had we or
 had you or
 hadn't
 half an hour
 has it not
 has that
 has there been
 have another
 have seen
 have there
 he can
 he could
 he should
 he stated
 he was
 he was there
 he'll f...
 here and there
 honor to be
 hour after hour

House of Representatives
 Houses of Congress
 how do you remember
 how long have you

I.

I am therefore
 I can
 I can do
 I could
 I decline to say
 I ever
 I find
 I found
 I have
 I have another
 I have found
 I have not
 I'll
 I mean to be
 I might not
 I say that
 I shall
 I should
 I should not
 I should not be
 I stated
 I suppose they are
 I want it

I want to
 I was
 I was not
 I will not
 I wish there was
 if there be
 if they are
 in another manner
 in any case
 in consequence
 in consideration
 in full or
 in its
 in March
 in or about
 in order that
 in other words
 in our
 in point of fact
 in quest
 in reference
 in regard
 in relation
 in separating
 in some
 in the time
 in the world
 in us or

in your opinion
 instead of the
 insurance company
 is it not
 is that
 is there
 is therefore
 it has been
 it has not been
 it is an
 it is in or
 it is said
 it is therefore
 it is well known
 it therefore
 it was
 it will be
 it will not do
 its own or
 J.
 Just as
 just as much as
 just as well as
 K.
 Kingdom of Christ
 Kingdom of Heaven
 knew of
 known an

L.

Larger than
 legislative session..
 less and
 less than
 let an
 let us
 life estate
 little else
 little less
 little while after
 long after
 long time
 longer than
 lose an
 M.

May as well
 may have
 may have been
 may have been there
 mean to
 mean to be understood
 Methodist Church
 more and more
 more than
 more than any
 most likely
 most of the time

Mr. Chairman
 Mr. President
 Mr. Smith
 much more
 much more than
 must be
 must have
 must have been
 must have been there
 must not
 my dear sir or
 my own opinion

N.

New York City
 New York State
 nine or ten
 no change
 no one else
 no, sir
 Northern States
 not at that time
 not the
 not to my knowledge
 nothing else
 nothing less
 nothing was said
 notwithstanding the fact
 now and then

O.

Of it
of its
of other.....
of that
of their
of us.....
on another occasion
on its
on my own part
on my part
on one occasion
on or before
on our account. X
on the contrary
on the date
on the day
on the other
on this
on us or
once in a while
once or twice
one after
one evening
one of the
one or both
one or more
one or two

one side of the
or as
or have been
or not
or other
or our
or some such
or something like that
or the or
or you-r
other than
other than that
ought to have
ought to have been or
ought we or
our own
our own business
out of town
over and above.....
own a-n
own the
own use

P.

Pacific Ocean.....
part of a
part of the
party of the first part
party of the second part

peculiar cir'ces of the case.....
 per annum
 per cent.
 personal estate.....
 place of business
 plaintiff's counsel.....
 point of view
 police court
 Postmaster-General
 postage-stamp
 postal card
 Presbyterian Church.....
 President of the U. S.....
 prima facie case
 pro rata
 promissory note
 Q.
 Quite certain
 quite sure they are
 quo warranto.....
 R.
 Rather than
 read the second time.....
 read the third time
 real estate
 re-cross examination.....
 re-direct examination
 res gesta
 S.

res judicata.....
 right and wrong
 right or wrong
 Roman Catholic Church.....
 S.
 Said and done
 said or done
 sanction their
 Saturday afternoon
 season of the year
 Secretary of State.....
 Secretary of War
 seems to be
 seems to have
 set forth.....
 shall a
 shall do
 shall have been
 shall have been there
 shall not
 shall not be
 shall the ' or
 shall therefore
 she had ... or
 she is an
 she 'll
 short and clear
 short time
 T.

shorter than...
 should a...
 should go
 should have been
 should have been there
 should not
 should not be
 shouldn't
 since there is
 since they are
 six or eight
 six or seven
 slower than...
 so far as...
 so long ago
 so that
 so to speak
 softer than...
 some one...
 some time
 some way
 Southern States
 stand still...
 state of facts...
 State of New York
 such another...
 such as
 such as we have

such as we were
 such other
 such were
 sum and substance
 Sunday school
 surrounding circumstances

T.

Take care of...
 take occasion
 take part
 take to
 take your own
 takes occasion
 tell him...
 tell how long
 tell me
 ten or twelve or thirteen^{10, 12, 13}
 ten thousand dollars...
 than a
 than it
 than otherwise
 than the... or
 than the other
 than their
 than there are
 thank the
 thank you
 that a-n

that and
 that day {
 that had {
 that has {
 that has ever been {
 that have {
 that is all {
 that is an { or {
 that is not {
 that is the { or {
 that is to say {
 that it
 that it has not {
 that its {
 that that {
 that the { or {
 that there is
 that therefore
 that they are
 that was {
 that was all {
 that will {
 that will be {
 their own
 then there were
 there are
 there have been {
 there is {

there is no
 there the. { or {
 there were {
 there will {
 there will be {
 there would {
 there you {
 they are
 they are able to {
 they are not {
 they are said {
 they are there {
 they did {
 they had {
 they have {
 they have been {
 they have been there {
 they have not {
 they were not {
 they were there {
 they'll {
 think there is no
 think they are {
 this afternoon
 this date {
 this day {
 this evening {
 this morning {

this speech
 this time
 those are
 those circumstances
 three or four.
 to a
 to a certain extent
 to all
 to all intents
 to an or
 to be
 x to get
 to give
 x to go
 to have
 to it
 x to make
 to my recollection
 x to nature
 to our
 to reply
 to sell
 to the or
 to the end
 to the time
 to their
 to use
 to yourself

x too bright
 too much
 took charge of their
 true bill
 true or not
 twelve or fifteen 12¹⁵
 two or three
 U.

Under a
 under the circumstances
 U. S. of America.
 U. S. Senate
 U. S. Senator
 unless there is
 unless they are
 until there is
 up and down
 up or down
 up to the time
 upon the part of the
 upon the subject of
 V.
 Variety of
 very great extent.
 very lately or
 very little
 very seldom
 very shortly after

very sure...
 very well
 W:
 Was a ...
 was an ...
 was another...
 was he ...
 was he not ...
 was he there ...
 was it... or ...
 was or not ...
 was or was not ...
 was said ...
 was that ...
 was the... or ...
 was there...
 was there anybody ...
 was there anyone ...
 was there anything said ...
 Ways and Means ...
 we are ...
 we are ready ...
 we believe ...
 we find ...
 we had ... or ...
 we have ...
 we regard ...
 we regret ...

we shall ...
 we will ...
 we'll ...
 week after ...
 week after week ...
 week or ten days ...
 well done ...
 well known ...
 were a ...
 were it ...
 were it not ...
 were the...
 were they ...
 were you aware ...
 what are you ...
 what did you ...
 what do...
 what had...
 what of it...
 what of that ...
 what of the ...
 what were you ...
 where did you go...
 where the...
 where there has been ...
 where they are ...
 where was ...
 where was a ...

where was it ...
 where was the ... or ...
 where was their ...
 where was your ... or ...
 where we ... or ...
 where were they ...
 where were you ...
 where will ...
 whether or not ...
 whether you are ...
 which are likely ...
 which one ...
 which were ...
 which were in ...
 which were on ...
 which will not ...
 which you have ...
 why is it ...
 why it is ...
 why the ... or ...
 will be ... or ...
 will have ...
 will the ... or ...
 will there not be ...
 will you look ...
 with all that ...
 with all the ... or ...
 with reference ...

with regard ...
 with relation ...
 with respect ...
 with us ...
 without that ...
 without us ...
 witness-stand ...
 words of our text ...

Y.


Year after year ...
 year and a half ...
 year or two ...
 years and years ...
 years of age ...
 years old ...
 yes or no ...
 yes, sir ... or ...
 yet there is no ...
 you could ... or ...
 you found ...
 you had ... or ...
 you have ...
 you knew ...
 you must satisfy ...
 you should ...
 you'll ...
 your Honor ...
 your own ...

REMARKS ABOUT PHRASES.

426. **"Five or Six."**—The outline of this phrase is the only exception to the limitation of use of Vee-hook on curves stated at 198.

427. **"Give."**—When *give* is joined to a preceding stem it should have its vowel *y* inserted. Examples :— Did you give, to give.

428. **"Of" Sometimes Omitted.**—In cases where the presence of the preposition *of* would necessarily be inferred, as in writing dates and certain set phrases, its sign may be omitted; thus, "12 May," "burden proof," "preponderance evidence," for "12th of May," "burden of proof," "preponderance of evidence." As a rule, however, *of* should be written with its proper sign, Roid².

429. **"Of the" by Proximity.**—Many phonographers are in the habit of generally indicating *of-the* by proximity; thus,  *loss of the money*. The practice is not a safe one, especially in writing technical or difficult matter; but it is well to be possessed of the expedient, as it may be found useful in very rapid plain work.

430. **"One" with Way-hook and En-hook:**—In a very few phrases *one* is written with the Way-hook and En-hook combined. Examples in List :—At one time, which one, etc.

431. **"Stock."**—The regular outline of the word *stock* is Stëk. But sometimes in phrases and compounds it is better to use Set-Kay. Examples :



KEY. In stock, common stock, preferred stock, rolling-stock, laughing-stock.

432. **"What," "When," or "We" by Hook-breve.**—The Hook-breve for *w* on Lee may be used for either *what*, *when*, or *we*, according as the outline is written in the first, second, or third position. Examples :



KEY. What will, what else, when will, we will.

433. **"When"** is never joined in phrases except at the beginning

and is invariably written on the line. Whenever its regular breve, Thoid, will not join well with the succeeding stem, Soid is sometimes used for *when*.

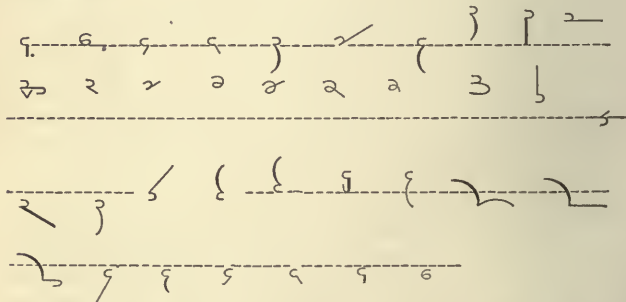
434. "What" is joined freely at the beginning of phrases with Soid above the line. Aside from a few exceptions, like *at-what*, *of-what*, etc., *what* should not be joined after other words, because of its liability to conflict with *would*.

435. "Would," at the beginning of phrases, is always written with Soid below the line. When joined after other words *would* is usually written with Soid; but in a few phrases, in order to secure better junctions, Thoid is used instead.

436. "We," at the beginning of phrases, may be written with the breve Thoid or Soid (170), or with the stem Way³. But when the use of Soid for *we* would interfere with phrases commencing with *what*, the stem Way³ should be employed for *we*. Joined after other words *we* is generally written with a breve-sign.

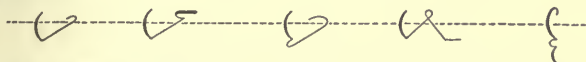
437. "With," written with its regular sign, Thoid, is joined in phrases only at the beginning, and is always written below the line.

Examples of "When," "What," "Would," "We," and "With," in phrases:



KEY. When did, when is, when the, when a, when was, when were, when they; what was, what do, what can, what kind, what a, what the, what is, what is the, what is a, what is your, what would you, at what, of what; would be, would say, which would, they would, that would; we do not, we think, we may, we can, we cannot; with which, with that, with the, with a, with him, with his.

438. "With" and "Without" in Special Phrases.—To facilitate the writing of a few expressions of frequent recurrence which contain the words *with* and *without*, special phrase-signs are provided, as follows :



KEY. With reference, with regard, with relation, with respect, with or without. (See 437).

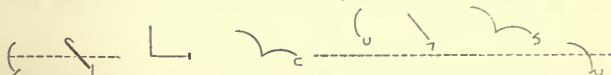
439. "Was" with Way-hook and circle.—In a very few phrases *was* is written with the initial Way-hook and final breve-z combined. Examples in List :—It was, where was, etc.

440. "We" with Way-hook.—*We* is sometimes written with the Way-hook (225). Examples in List :—Can we, do we, had we.

441. "You-r" with Yay-hook.—*You* and *your* are sometimes written with the Yay-hook (226, Rem.). Examples in List :—Did you, do you, had you, at your, etc.

442. "Where-was-your."—In the List two forms are given to this phrase. When the phrase stands alone, *your* is best written with the breve Noid. But when other signs are joined after it, either Noid or the stem Yay is used, according to which makes the best junction. In the phrase *Where-was-your-place*, use Yay ; in *Where-was-your-business*, use Noid.

443. "Ing" followed by Breve-words.—The method of indicating *ing-a* and *ing-the* by writing the breves for *a* and *the* in the place of the Ing-dot or stem-Ing (165 and 166), may be extended to other breve-words, and even to breve-phrases, as shown below.



KEY. Thinking of, believing he, taking him, remembering we, thanking you, parting of the, remarking I would, hearing of you-r.

444. The "Three I's."—The frequently recurring objection, "Objected to as incompetent, immaterial and irrelevant," may be indicated by the reporter by simply writing "3 I-Z,"—the latter character being the diphthong I and the stem Zee joined (57).

445. "Sub-reception." The expression, "Same objection, ruling, and exception," may be indicated by the outline "sub-reception."

WORDS AND PHRASES SPECIALLY
DISTINGUISHED.

A.

- a, an, the
 abandoned, abundant
 about when, by the way
 above, before
 absence, business
 absolute, obsolete ; absolutely, obsoletely
 account, amount, cotton, kind
 accusation, causation, accession
 acute, cute
 adamant, diamond, demand
 or adjoin, join
 or / adjudge, / judge
 administered, administrate, demonstrate, demon
 strated
 administration, demonstration
 or ✓ adultery, or idolatry
 advantage, joy, / age
 advantageous, joyous
 adverse, diverse
 advert, divert
 affirm, frame, form, conform, confirm

affirmation, formation, conformation, confirmation
 or affix, fix

agent (see *gentleman*)

all the time, from the time

almost, most

altitude, latitude

altogether, together, again

amelioration, melioration

an, a, the

anew, new

anomaly, animal

or anterior, or interior

any, no

anybody, nobody

anyone, no one, none

any other, another, no other

anything, nothing

apathetic, pathetic

appertain, pertain

apportion, portion, operation




















































apposite, opposite,

aposition, opposition, composition, position,










possession
























approbation, probation, prohibition

appropriate, purport, property, propriety






























 approximate,  proximate
 approximation,  proximation
 are,  where,  were
 army,  arm
 or  or not,  around
 ashore,  shore
 assure,  sure
 assured,  or  shrewd;  assuredly,  shrewdly
 at our,  at your,  at her,  at or
 atheism,  theism
 atheist,  theist;  atheistic,  theistic
 at least,  at last
 atonement,  attainment,  tenement
 auditor,  doubter, daughter,  auditory, (see *editor*)
 avert,  convert
 avocation,  vocation, vacation
 avoid,  void;  avoided,  voided
 avouch,  vouch
 avow,  vow


























































B.

 baby,  babe
 bags,  box,  boxes
 bank-account,  bank-note
 barley,  barrel








 beatify,  beautify
 become,  became
 before,  above
 beheld,  behold
 birth, berth,  breath
 bribery,  briber, barber
 broad,  bright
 brood,  brute, bruit
 burned,  burnt
 by a,  or  by the
 by and by,  by the by

C.

 capital,  capitol
 captain,  cabin
 caricature,  character
 causation,  accusation,  accession
 caustic,  exotic
 Charleston,  Charlestown
 ehlorate,  chloride
 coalition, collation,  collusion,  collision,
 collapse,  eclipse
 come,  came,  go;  comes  goes
 coming,  going
 communication,  connection



























 comparative,  operative,  coöperative
 concussion,  connection
 Connecticut,  Kentucky
 Connor,  Connelly,  O'Connor,  O'Connell
 consequent,  second;  consequently,  secondly
 or  considerate,  considered
 consign,  assign,  sign;  consigned,  assigned,
 signed;  consignee,  assignee;  consign-
 ment,  assignment;  consignor,  assignor
 construe,  consider
 content,  contend;  contents,  contends
 contention,  continuation,  attention
 cork,  crack
 corn,  grain
 corner,  crossing
 corporal,  corporeal
 correct,  corrected,  aggregate
 cost,  caused
 countryman,  countrymen
 crammed,  cramped

D.






















 damnation,  domination,  condemnation
 daughter, doubter,  auditor
 dear,  true

- L dedicate, L deduct, detect
 L dedication, U deduction, detection
 b... de cease, ... } disease; ... } deceased, ... } diseased
 h defer, d defray
 f... delivery, ... } delivering, ... } deliver
 h demonstrate, ... } administered
 h demonstration, ... } administration
 b... desiccation, d dissection, d discussion
 b destination, ... } distinction, } destine
 h... devise, ... } advise, advice
 b... diamond, b adamant, ... } demand
 ... did you ever, ... } do you ever, ... } had you ever
 h... diffract, d deflect; ... } diffraction, d deflection
 ... disease, ... } de cease; ... } diseased, ... } deceased
 h disproportionate, h disproportionate
 d dissipation, d deception
 h disturb, ... } distribute
 h diverse, divorce, ... } adverse
 h divert, d advert
 ... do, ... } did, ... } had
 ... doctor (Dr.), L conductor
 h domination, ... } damnation, ... } condemnation
 ... doubter, daughter, ... } auditor
 L drug-store, L druggist, ... } drygoods-store
 v duration, ... } derision, v adoration

E.

 earnestly,  erroneously
 easier,  easily
 editor,  debtor (see *auditor*)
 effect,  affect,  fact
 else,  less
 emigration (see *migration*)
 ever,  every
 exorcise,  exercise
 extensive,  expensive,  expansive
 extenuation,  extension,  expansion
 extract,  extricate
 extraction,  extrication

F.

 fact,  effect,  affect
 fairly,  thoroughly
 falsifier,  philosopher
 falsity,  falsehood
 fantasy,  fancy
 favorite,  favored
 finely,  finally
 or o first,  next
 fiscal,  physical
 flowed,  float

fluency, frenzy
 foot, feet
 form (see *affirm*)
 forms, office
 formal-ly, formerly
 former, farmer
 forward, afterward
 or for yourself, for use
 found, find
 fully, full, full (*v*)
 funereal, funeral

G.






























































garden, guardian
 garnet, granite
 gentleman, gentlemen; agent, giant
 gentlemanly, jointly, gentle-y, genteel,
 genteelly
 germane, German
 go, come, came; goes, comes
 God, guide
 going, coming
 gold, gilt, guilt
 graduation, gradation
 guide, God

H.





..... or have, halve
 haven't, have not
 heartily, hardly, mortally
 heavy, heavier, heavily, active
 held, hold (see *beheld*)
 hereat, whereat; herein, hereon
 hereof, hereafter, whereof
 hereto, whereto
 herewith, wherewith
 Highland, Holland
 or him, me
 himself, or myself
 history, mystery
 Holland, Highland
 honestly, nicely
 horse-racing, horse raising
 or however, how far
 humble, amiable

I.







..... I cannot, I am not
 I could not, I mean to
 idleness, dullness
 or idolatry, or adultery

 immaturely,  immaterially
 immerge,  emerge, merge
 immersion,  emersion, mersion (rare)
 immigrate,  emigrate,  migrate
 immigration,  emigration,  migration
 impaired,  important
 impassionate,  impassioned,  impatient
 indication,  induction
 indicted, undoubted,  indebted,  undated
 in effect,  in fact
 or  in doubt,  indeed,  in him
 in him,  indeed,  or  in doubt
 inevitable-y,  unavoidable-y
 inform,  notify
 informed,  notified
 information,  notification
 informing,  notifying
 ingenuous,  ingenious
 inner,  near
 innerve,  unnerve,  nerve
 innovation,  invasion
 intention,  inattention
 interested,  understood
 irruption,  eruption,  ruption
 island,  land,  highland
















J.

 January,  June
 Johnston,  Johnson

















K.


 kindred,  country
 knowingly,  intentionally
 knowledge,  analogy

L.


 latitude,  altitude
 learned (v),  or  learned (adj)
 leave,  live
 licorice,  liquors
 literate,  illiterate
 loaned,  lent
 luckily,  likely

M.




 machine,  mission;  machinery,  missionary
 manufactory,  manufacture,  manufacturer
 marked,  market
 maturely,  materially
 memoranda,  memorandum
 migrate,  emigrate,  immigrate

.....migration,  emigration,immigration

.....ministry, monastery

.....min'ute,  month,minute'




.....mixture,mixed

 or  mold,  melt


 or  molder,  melter

.....mortally,hardly,heartily



.....Mrs.,misses

 murderess,  murderous,  murders

.....my own,mine


.....ormyself,  himself

N.

 narrated,  quoted'

.....New York,Newark

 next,  annexed



.....not necessary,  unnecessary


.....nuisance,incense

O.






















































 occupy,  copy,keep

.....occupied,copied,  kept'









.....O'Connell,  Connolly,O'Connor,  Connery


























































.....of,  for,after

 óld,  late;  older,  elder,  later

 or  oldest,  eldest,  or  latest
 on the whole,  undoubtedly
 opposition,  apposition,  composition,  position,
 possession
 O'Reilly,  Reilly
 O'Rourke,  Rourke
 or  or not,  around
 other,  there,  their,  at all
 others,  theirs
 our,  her;  ours,  hers
 over,  very
 overdrew,  overdraw
 overlade,  overload
 overreach,  overreach
 overrun,  overran
 oversee,  oversaw,  oversee
 overshadow,  overshadow
 overtook,  overtake ( overtaken)
 overthrew,  overthrow
 own,  know;  owns,  knows

P.

 panic,  bank
 part,  apart,  party
 partly,  happily,  haply

-  part-owner,  partner
 pasture,  pastor, ... compositor
 pattern,  patron
 patient, ... passionate
... paused, ... passed, past
... pellucid, ... placid
 penury, ... pioneer
... people (*n*), ... pupil, people (*v*)
 persecute, ... prosecute
... persecution, ... prosecution
 Persia,  or  Prussia
 Persian, ... Parisian,  Prussian
 personate, per cent.,  present, ... pursuant
 petrify, ... putrefy
 petrified, ... putrefied
... petrification, ... putrefaction
 Pittsylvania,  Pennsylvania
... plaster,  blast; ... plastered, ... blasted
... plasterer,  blaster
... plastering, ... blasting
... plenary,  plainer
 portend,  pretend
 porter,  operator
 portion,  operation, ... apportion
... possible, ... passable

..... predict, ㄣ protect, ㄣ predicate, or product

..... prediction, ㄣ protection, ㄣ predication, ㄣ or
..... production

..... preëminent, ㄣ permanent, prominent

..... prefer, proffer

..... premise, promise

..... prescribe, proscribe

..... princess, princes

..... or product, ㄣ predicate, ㄣ protect, predict

..... or ㄣ production, ㄣ predication, ㄣ protection

..... prediction

..... property, ㄣ appropriate, purport, propriety

..... proportion, ㄣ preparation, ㄣ appropriation

..... proportioned, ㄣ proportionate

..... proscription, prescription

..... pure, poor; purely, poorly

..... purer, poorer; pureness, poorness

..... purest, poorest

..... purpose, ㄣ propose, perhaps

..... pursuant, ㄣ personate, per cent., ㄣ present
























..... pursuer, ㄣ oppressor

q.



























..... quality, ㄣ equity

..... or queer, clear

R.

 recognize,  recommence
 recollect,  recall
 refinery,  refiner
 registrar,  register,  registry
 refract,  reflect
 refraction,  reflection
 renewed,  ruined
 representation,  reputation
 resume,  reassume
 rotten,  rotting
 ruddy,  red

S.

 safely,  safer,  very well
 school,  skill
 scorch,  scratch
 secession,  cessation
 seize,  cease
 seized,  ceased
 send,  sent
 separate (see *spread*)
 separation,  suppuration,  suppression
 settee,  seat, city
 several,  severally
 shadow,  or  shade

- shallow,) shoal, shalo,) shore,) shell
 l situation, l station
 l sofa, l stove, l safe
 ...}... society, ...}... system
 } special class, } sub-class
 } special committee, } sub-committee
 } special contract, } sub-contract
 } spread, } separate, } separated, } support, sport,
} spared,} suppurate
 l staid, l steady
 l staidness, l steadiness
 a stated, l said, l state
} statesman,} statesmen
 l stove, l sofa, l safe
 } supposed, } suppose
 } suppression, } separation, } suppuration
 } suppurate (see *spread*)
 } suspend, } sustained
}... system,}... society

T.

- l tenable, l attainable
 b test, b taste; b tester, b taster
}... thank the,}... thought,}... thanked
}... thawed,}... thought

..... the, a, an
 ..{..... theism, { atheism
 ..{..... theist, { atheist
 ..{..... theistic, {..... atheistic
 ..{..... there, their, at all, other
 { there are, { there were
 {..... thereat, {..... thereto
 ..{..... therein, thereon, { thereof
 ..{..... thereinto, { thereunto
 ..)..... these, ..{ this, { those
 time, autumn
 to sell, to use
 — together, altogether, — again
 ..|..... or too young, to you-r
 | or { totally, { wholly
 ..|..... trinity, { eternity
 ..|..... truth, ..| true
 { turn, { train

U.

{ ulcerate, lacerate; { ulceration, { laceration
 unavoidable-y, inevitable-y
 uneasing, incessant
 understood, interested
 undoubtedly, on the whole (see *indicted*)

V.

..... valiant, violent; valiantly, violently
 valuable, available, voluble
 valuation, violation, or convulsion
 Vanderbilt, Vanderpoel
 very well, safely, safer
 void, avoid; voided, avoided

W.

..... wake, woke, awake, awoke
 waken, awaken
 we are, we will, we all, what will
 well (when will), ill, already
 well-bred, ill-bred
 were, are, where
 were not, were there
 what was, which was, it was
 when, why, whether
 when did you, when do you, when had you
 whereat, whereto; hereat, hereto
 whereof, hereof, hereafter
 wherewith, herewith
 which, each
 wide, white, wet
 woman, women
 wouldn't would not

Y.

6 yes, 6 or 6 yes, sir
 --6... yourself, --6... use: --6... yourselves, --6... uses
 --6... you are, --6... you will, --6... you were
 --6... you are not, --6... you will not, --6... you were not
 --6... you were not, --6... you were there
 --6... young man, 6 young men

REMARKS ABOUT OUTLINES SPECIALLY DISTINGUISHED.

446. **Outlines for First Study.**—It is not expected that the learner will be able to master completely the foregoing list of specially distinguished outlines except after considerable patient study and practice; therefore it is recommended that attention be first paid to the most frequently recurring and more important of them, which will be found in the following collection selected from the list. Only the first word of each group is given, but the outlines of all the words that follow it must, of course, be studied: Above, absence, account, advantage, all-the-time, altogether, any, anybody, appertain, at-our, at-least, become, beheld, broad, come, coming, concussion, consign, construe, contention, corner, delivery, devise, did-you-ever, disturb, diverse, doctor, drugstore, easier, ever, formally, forward, found, fully, gentleman, gentlemanly, guide, heavy, held, himself, honestly, however, I-cannot, I-could-not, immigration, impaired, inevitable-y, inform, informed, information, informing, interested, leave, loaned, marked, Mrs., my-own, occupy, occupied, old, oldest, other, over, own, part-owner, plaster, porter, portion, property, proportion, pure, purer, purest, purpose, pursuant, registrar, seize, send, situation, spread, stated, stove, to-sell, truth, turn, were, which, woman.

447. **A Good Way to Study the List.**—A very good and interesting way of studying the words of the List is for the students to themselves construct little sentences, each embodying all the words of one or more groups, and then practise writing and reading them.

The following are samples of such sentences: In his *absence* his brother attended to his *business*. He took an *account* of the *kind* and *amount* of *cotton* goods in the store. *Anybody* can do his duty, *nobody* can do better. He cannot *appropriate* my *property* with *propriety*. I saw him *come* before I *came*, and he keeps *coming* and *going all-the-time from-the-time* he gets up in the morning. For a *heavy* man he is quite *active*.

448. "Deemed"—"Admit."—The word *deemed* should always be vocalized to distinguish it from *admit*, not vocalized.

449. **Shus.**—The termination *shus* is written downward, except after the stems T, D, F and V, with simple endings and the s-circle written with the "over-to-the-left" movement; thus, *ambitious* M-B³-SHs, *suspicious* ssP³-SHs, *factionous* F²-K-SHs, *gracious* Gr-SHs², *efficacious* F²-K-SHs, *fallacious* F²-L-SHs, *precious* Pr²-SHs, *voracious* V²-R-SHs, *auspicious* S³-P-SHs, *luscious* L²-SHs; but *audacious* D²-SHs, *fictitious* F³-K-T-SHs, *atrocious* Tr²-SHs, *vicious* V³-SHs, *facetious* Fs³-SHs, *vexatious* V²-Ks-SHs.

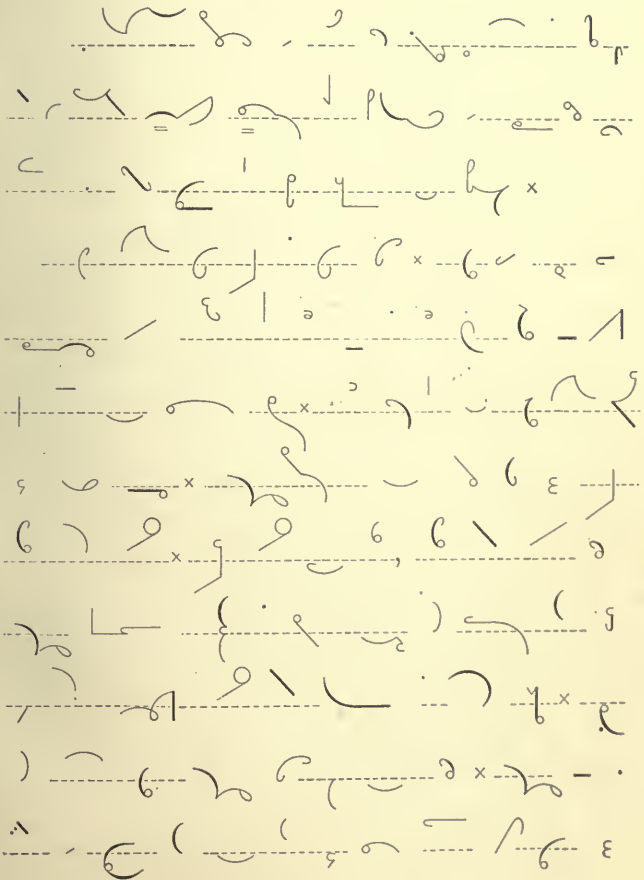
450. "Snow," "Snowy," "Sun," "Sunny."—*Snow* and *snowy* should always be vocalized to distinguish them respectively from *sun* and *sunny*.

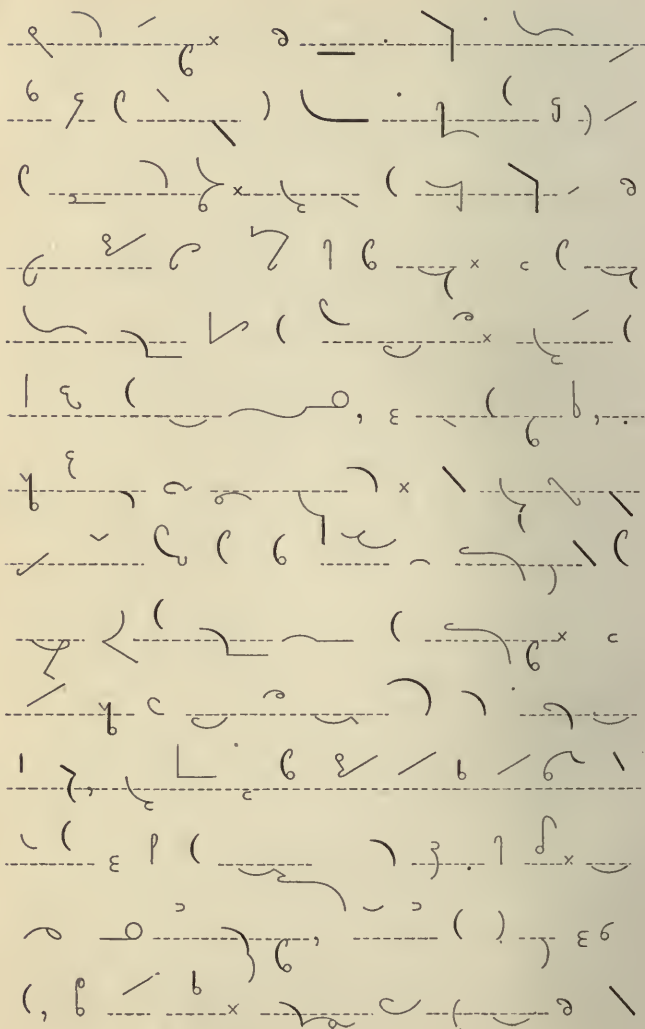
451. "Some"—"Same."—In business correspondence *same* should be vocalized to distinguish it from *some*.

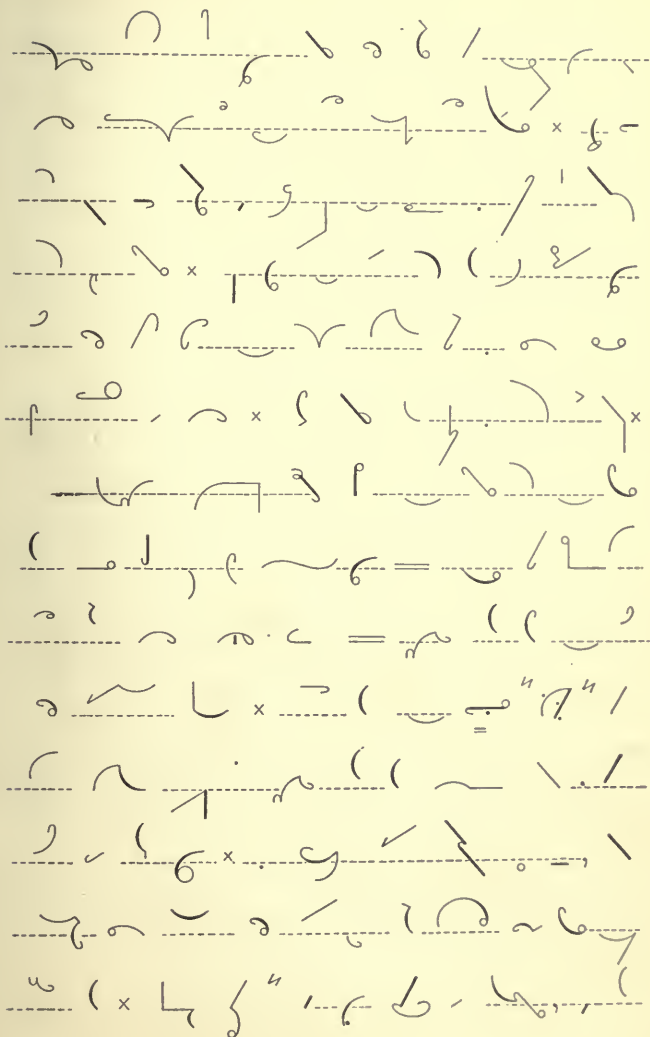
452. **Errors from Inexact Writing.**—Besides the errors that flow from actual conflict of outlines, against which the list is provided, there are others that arise from inexact or careless writing of certain outlines which if properly written would not conflict. Special care should be taken in writing the words of the following groups in order that such errors may be avoided:—dock, deck;—track, truck, contract;—take, dig, pick;—taking, digging, picking;—evidence, affidavits, papers;—report, reiterate;—reported, reiterated;—reporting, reiterating;—adjudication, allegation;—assignment, demand;—Murphy, Martha;—attracted, directed;—every-day, Friday;—elevate lift;—elevating, lifting;—open, bent;—implied, employed;—advance, defiance, defense;—clannish, clownish;—abolition, ablution;—influence, infuse;—name, enemy;—duty, deity;—admonition, diminution;—partner, brother-in-law;—most, must;—eyes, eyesight;—endless, needless;—cart, car, cargo;—land, yard;—engaged, connected, communicated;—pain, bother;—would-say, we-say;—what-can, we-can;—numbers, brothers.

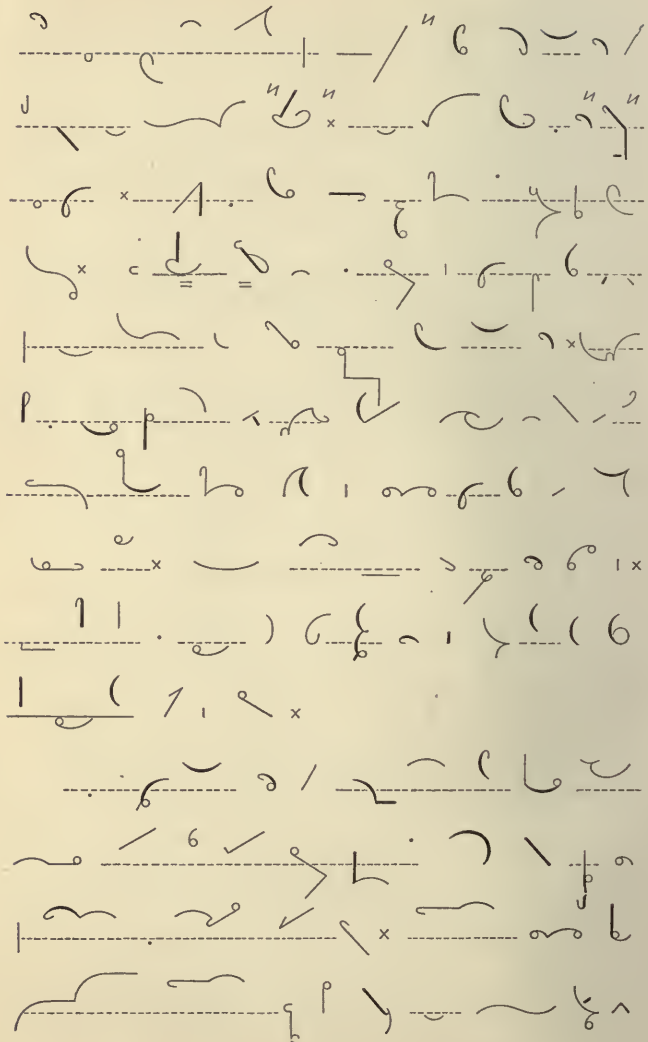
READING EXERCISES.

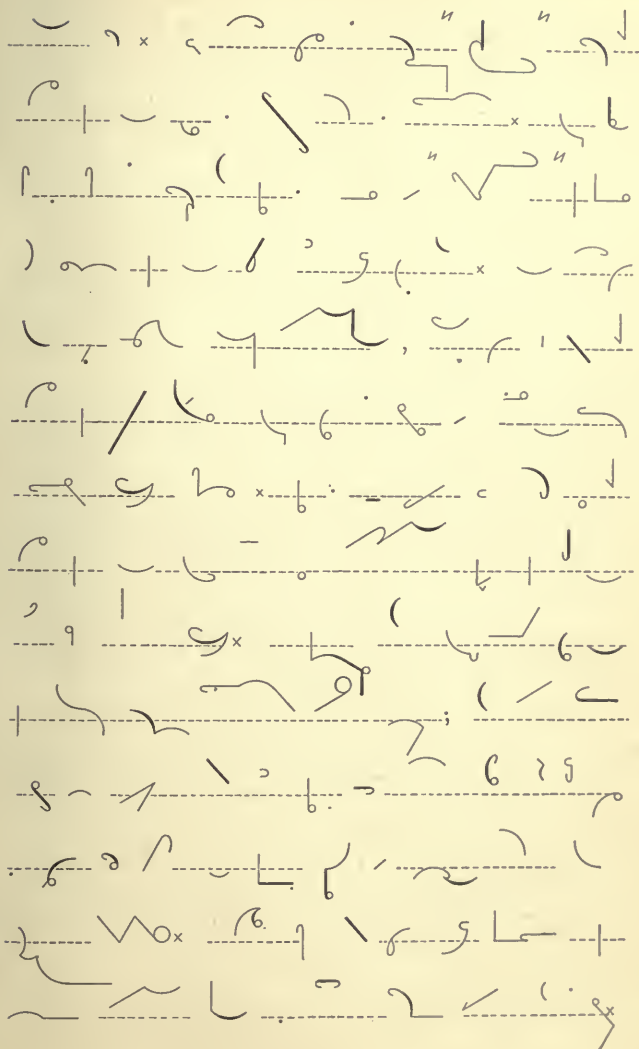
SHORT WORDS ARE BEST.











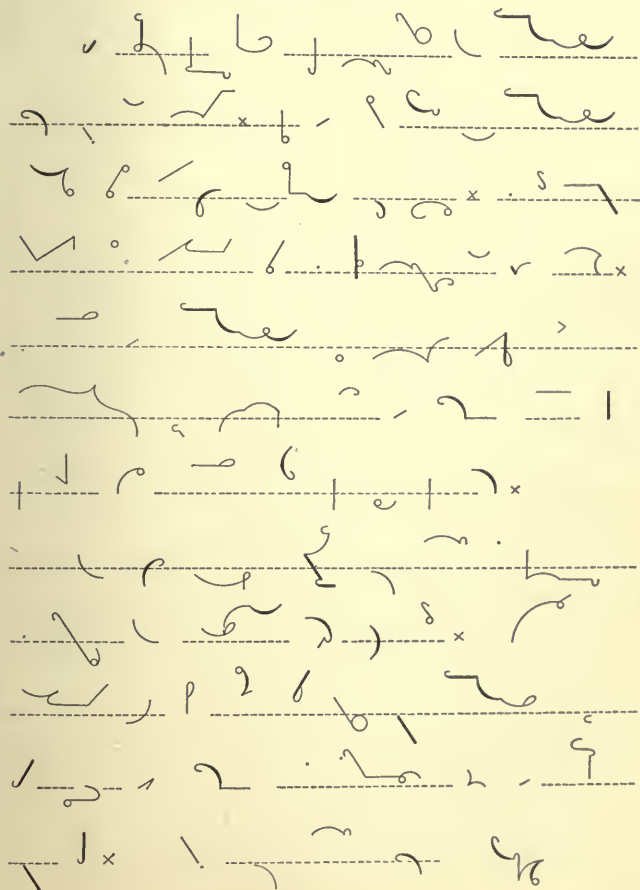
This page contains ten horizontal rows of handwritten phonographic symbols. Each row is written on a set of three horizontal lines (top, middle, and bottom). The symbols are a mix of simple and complex shapes, including:

- Wavy lines and curves.
- Strokes with dots above or below them.
- Strokes with small 'x' marks.
- Strokes with small 'b' or 'e' characters.
- Strokes with vertical bars or stems.
- Strokes with small circles or loops.

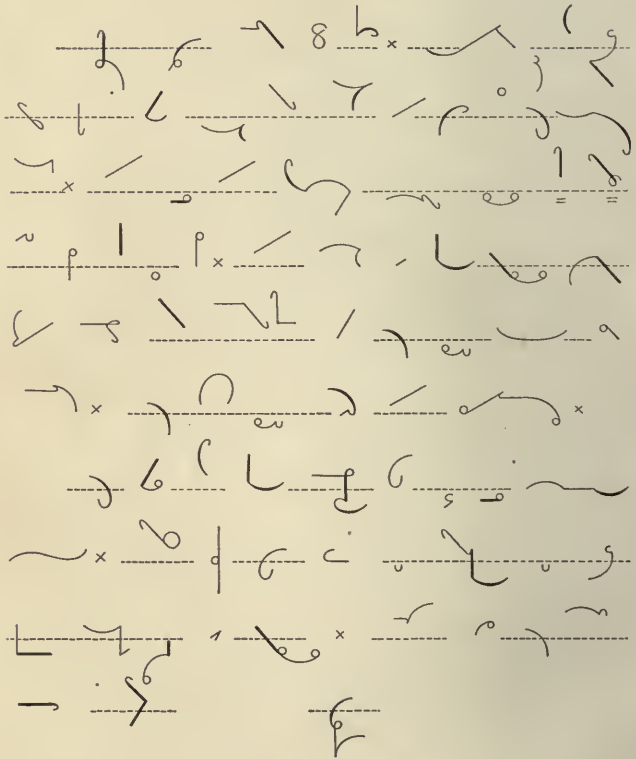
The symbols appear to be a shorthand or phonetic system, possibly representing different sounds or syllables. The handwriting is consistent throughout the page, suggesting a specific style or method of transcription.

BUSINESS CORRESPONDENCE

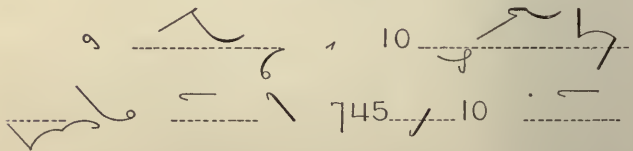
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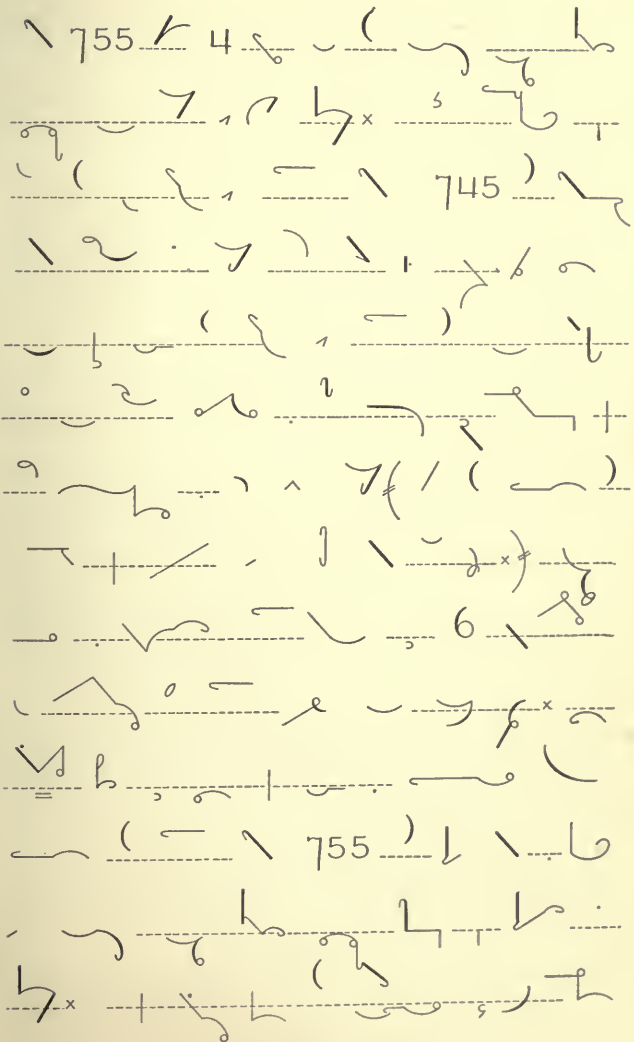


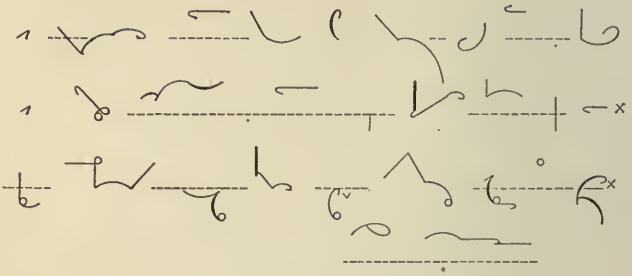
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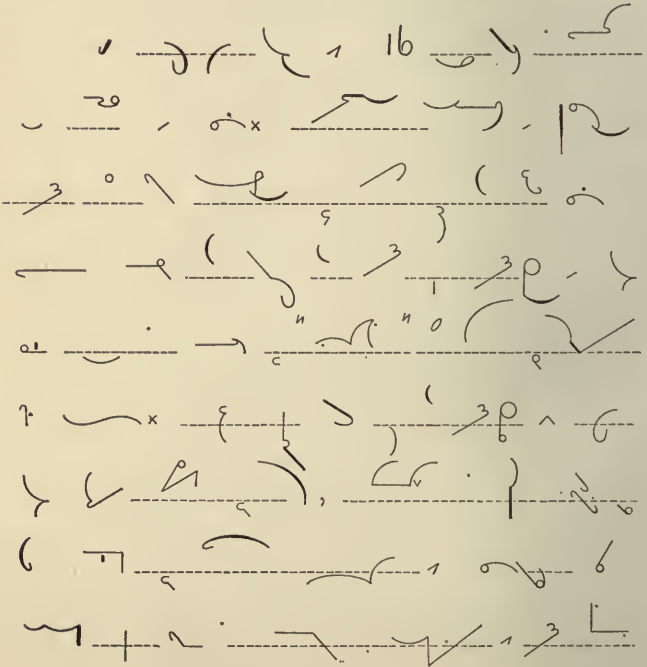
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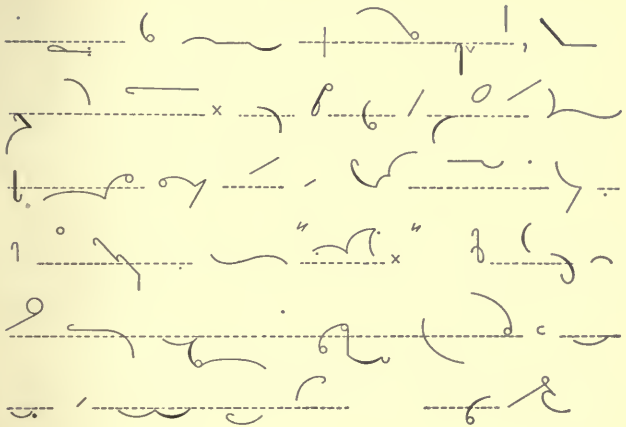




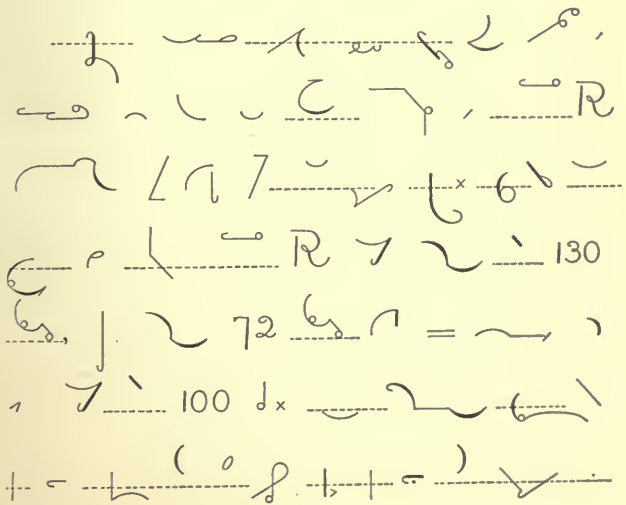


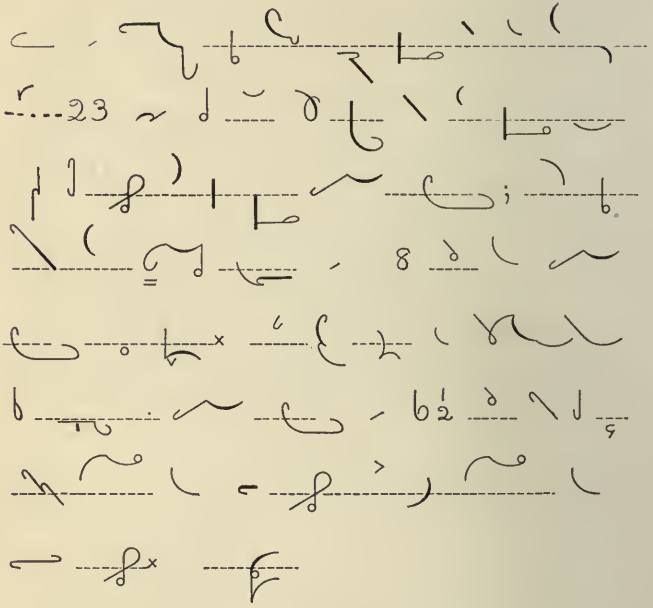
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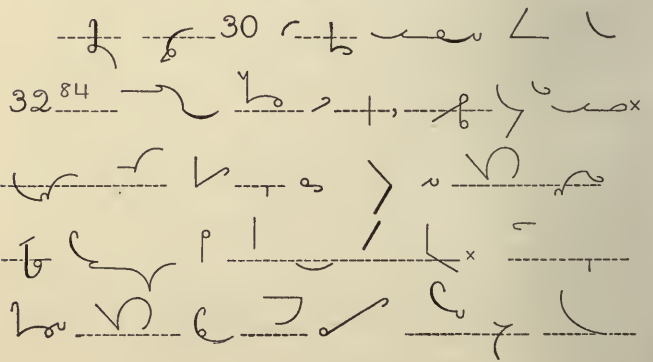


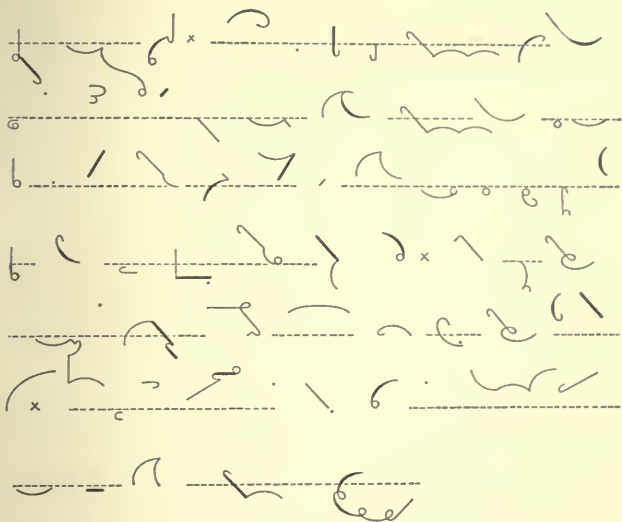
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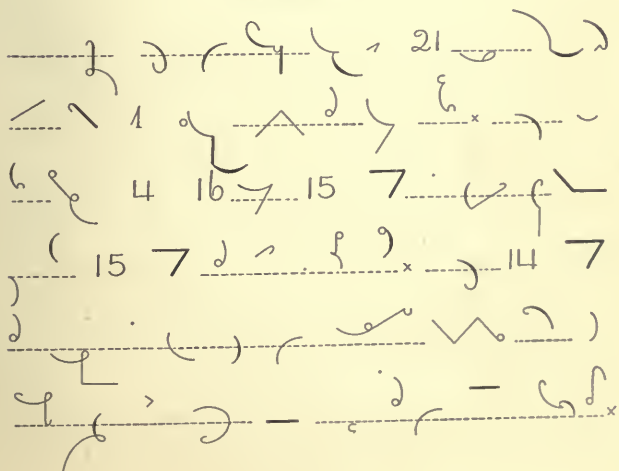


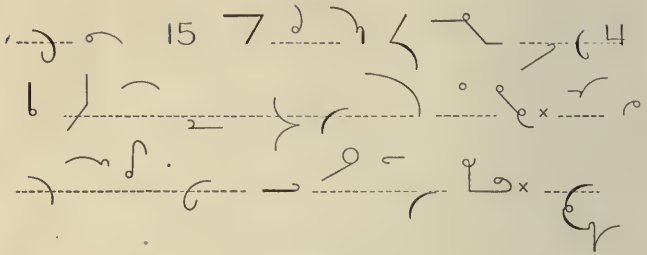
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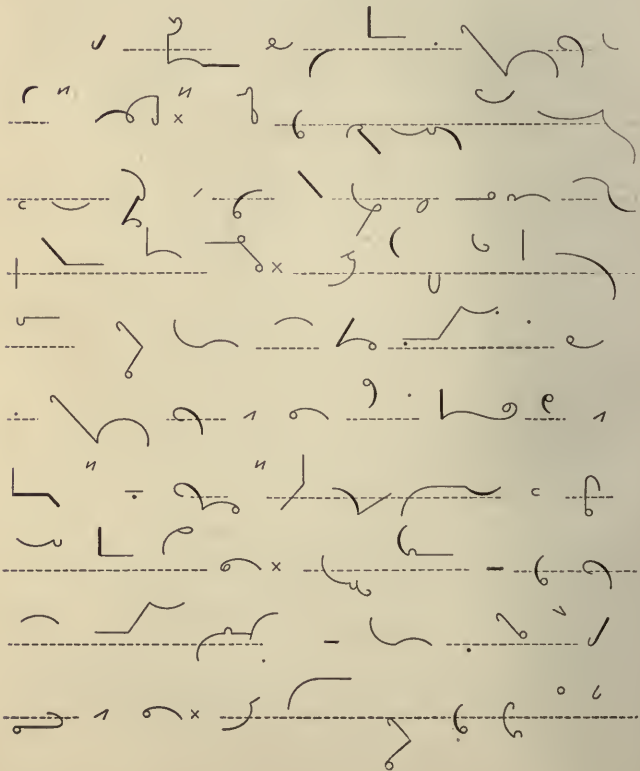


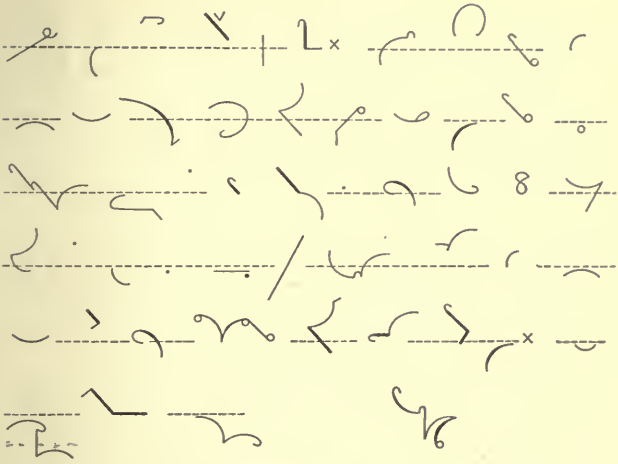
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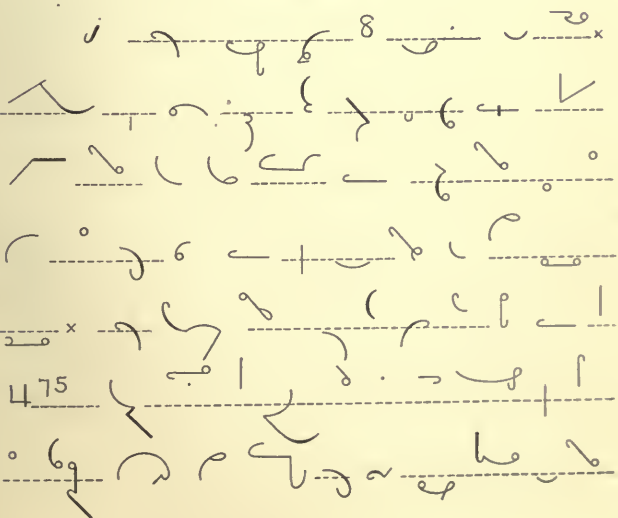


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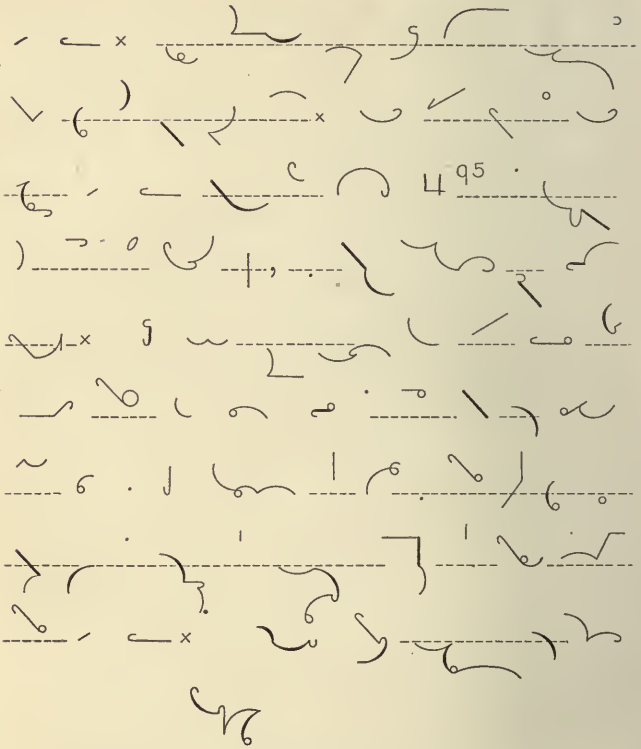




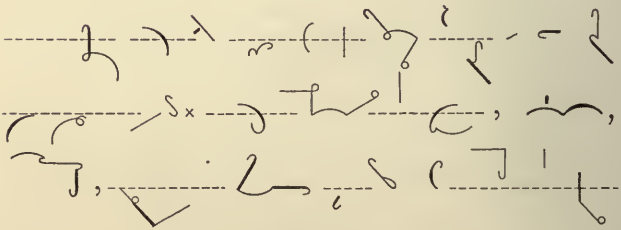
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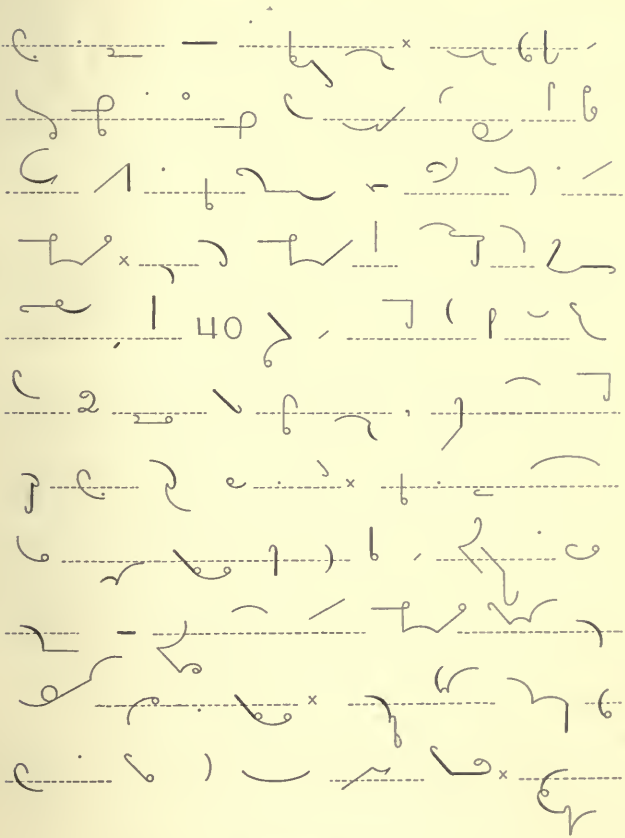


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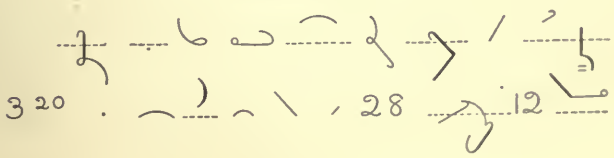


LETTER No. 10.





LETTER No. 11.



Handwritten phonographic symbols on a four-line staff. The symbols are arranged in approximately 13 rows. Some symbols include numbers (1, 4, 5, 8, 12, 19, 5) and letters (x, a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z) positioned above or below the lines. The symbols are stylized, often resembling cursive letters or specific phonetic notations. Some symbols have small numbers (1, 2, 3) indicating stroke order or direction. The symbols are connected to form words or phrases, though they are difficult to decipher as phonographic shorthand. The bottom row shows a symbol with an 'x' and another symbol with a 'p'.

KEY TO READING EXERCISES.

SHORT WORDS ARE BEST.

The following specimen of short word composition is from an address delivered by the late Hon. Horatio Seymour, at a State Convention of School Superintendents, held quite a number of years ago at the City of Utica, in the State of New-York :

Through life we will teach and we will learn. This world is a great school-house, where we find out what is good and what is evil, and thus get ready to act in some other sphere. What we are at the end of this life we shall be when the next begins. We must spare no pains then when we teach others or ourselves. We teach ourselves in our thoughts, others by our words. We must take care that we think and speak in a way so clear that we do not cheat or mislead ourselves by vague and hazy ideas. To save us from this we must learn to think in words. We must get a habit of using them in thought with the same care which we use when we speak or write to others. Words give a body and form to our thoughts, without which they are apt to be so vague and dreamy that we do not see where they are weak or false. If we put them into a body of words we will as a rule learn how much of truth there is in them. When they are in that form we can turn them over in our minds. If we write them out we find that in many cases, when we put them to this test, the ideas we thought we had hold of seem to fade away. But if they prove to be real and of value, they are thus not only made clear to us, but they are in such a shape that we can make them clear to others. When our ideas float in our minds in a hazy way, and we are in doubt about them, if we talk with others, as a rule our doubts are solved by the fact that when we state them in a clear way we see the truth at once. In most cases what we say to others, not what they say to us, when we consult them, settles our doubts. We must not only think in words, but we must also try to use the best words, and those which in speech will put most clearly what is in our minds into the minds of others. This is the great art to be gained by those who wish to teach in the school, the church, at the bar, or through the press. To do this in the right way, they should as a rule use the short words which we learn in early life, and which have the same sense to all classes of men. They are the best for the teacher, the orator, and the poet.

If-you-will look-at what-has-been said in prose or in verse that comes down to-us through many years — things which-have struck all minds and-that men most quote — you-will-find that they-are in short words of-our-own tongue. Count them in Gray's "Elegy," which all love to-read, and you-will-find that they make up a large share of-all that-he uses. The English of-our Bible is good, but now-and-then some long words are found and-they always hurt-the verse in-which you-find them. Take-that which-says "Oh ye generation of vipers. who hath warned you to-flee from-the wrath to come?" There-is one long word which ought-not to-be in-it, namely, "generation." In-the older version the word "brood" is used. Read the verse again with-this term and you-feel its full force. When Daniel Webster made a speech he used to-tell those who put it in form for-the press to-strike-out every long word. If-you-will study the things he-said or wrote you-will-find they-were mainly made up of short, clear, strong terms, although he sometimes used those of length for-the-sake-of sound. No-other man could paint with-such words as-well-as he. He-could draw out a scene so well that-those-who heard him felt that they themselves had seen that of-which he spoke.

The use-of long words which we-get from other tongues not-only makes our thoughts and-our speech dim and hazy, but it-has-done somewhat to harm the morals of-our people. Crime sometimes does-not look-like crime when-it-is set before-us in-the many folds of-a long word. When-a man steals and we-call-it "defalcation," we-are at-a loss to know if-it-is a blunder or a crime. If-he does-not tell the truth and we-are-told that it-is a case of "prevarication," it takes us some-time to know just what we-should think of-it. No man will ever cheat himself into wrong-doing, nor will he be at-a loss to judge of-others, if-he thinks and speaks of acts in clear, crisp English terms. It-is a good rule when one is at-a loss to know if-an act is right-or-wrong, to-write it down in short, straight out English. It-may-be-said that if-you carry this thing too far we-may cramp our-selves too-much; that our language has-been made rich by what it-has gained from others, and-that we-ought-not to-lose the use-of words which-we need to-give shades of meaning, or for scientific purposes. All-that-is true, but still we-should take-care to make our-own tongue the groundwork of-our thought and speech. Many things are gained by doing so. He who will try to-use short words and to-shun long

ones will in-a-little-while not-only find that he-can do-so with ease, but that it-will also make-him more ready in-the use-of words of Greek or Latin origin when-he needs them. If-he tries to-write in words of one syllable he-will-find that he-will run through his mind a-great-many words to-get those he needs. While he may-not at-the-time use them, yet they-are brought to-his mind in-his search for-those that-he wants. It-is a good way to-learn words of-all kinds. When-a man is in search-of one fact he-may-be led to-look at every book in-his library, and-thus he learns many things. There-is-another gain when-we try to-use only short words, to-bring them in and keep all others out : we-have to-take a-great-many views of-the topic about-which we-write. In-this-way we-find that-we bring to-our minds a-great-many new thoughts and ideas that would-not otherwise spring up.

BUSINESS CORRESPONDENCE.

LETTER NO. 1.

GENTLEMEN: We-desire to-call-your attention to-an improved process for galvanizing we-are putting on-the market. It-is of special value in galvanizing lengths such-as are used in constructing wind mills. A plant can-be operated as required, which-is a decided improvement on-the old method. The cost of galvanizing is materially reduced and-the manufacturer with-a limited amount of work can do it at-a less cost than to send it away.

If you-are interested we-shall-be-glad to-hear from-you and to-make-you a proposition for installing one-of these plants. Letters-of inquiry should state size of largest pieces to-be galvanized, with general description of-the work and approximate estimate of quantity to-be done. Hoping to-hear from-you, we-are

Very-truly yours,

LETTER NO. 2.

DEAR-SIR: Yours-of October 8th at-hand. In-reply would-say that we-should-be pleased to-have-an agent in-that part-of New-York where you-are, as we-have no-one-there now. Our goods are very-much improved since Dr. Bronson of-your city had his set. Our method of doing business will-be thoroughly explained by copy-of contract which we send-you under separate cover. We-also send-you

one of-our circulars. We-have agents that-are doing exceedingly well with-the goods and making money. Prices, etc., we-will quote you, providing you wish to-go into-the details of-the business. Kindly let-us hear from-you again, and oblige,

Yours-truly,

LETTER No. 3.

SUPERINTENDENT: Replying to-yours of-the 10th instant regarding damage to-Pullman Company's car No. 745, June 10, and car No. 755, July 4, please note that no-one in-this department seems-to-have any knowledge of-the alleged damage. I-would call-your-attention to-the fact that if-the platform of car No. 745 was broken-off by starting an engine, or by-a dead pull, which-is-the same thing, it-would indicate that-the platform of-the car was in bad condition, as in ordinary service the draft gear would-be expected to start many-times the weight of-an engine (which they-claim was coupled to rear of train but not assisting). If-this-is-the case the Pullman Car Company would themselves be responsible for-the repairs, as-the car received no unusual usage. Mr. Barton's statement would seem to indicate the correctness of-their claim that car No. 755 was derailed, but the attention of no-one in-this department seems-to-have-been directed to-the derailment and damage. It appears to-me that in-accordance with-the usual custom of-the Pullman Car Company their porter should-have called-the attention of-the persons handling the car to-the derailment at-the-time it occurred. It-is-not customary in-this department to-authorize repairs of-this-kind, as you-are-aware.

MASTER MECHANIC.

LETTER No. 4.

GENTLEMEN: We-have your favor of-the 16th inst. before-us and carefully note contents of same. Regarding enclosure of data concerning roofing, as per understanding with-the writer, would-say that we-find same correct, except that portion of-it referring to-the roofing consisting of felt soaked in and covered with "Máltha," as-the latter is-an arbitrary trade name. We-think it-would-be better to-say that-the roofing consists of-a wool felt thoroughly saturated with-a water, alkali, and acid proof compound, and-is then coated with-a harder material of-the same composition, which-is intended to protect and keep the interior of-the roofing tacky and sticky, thus making it im-

possible to-dry out, become brittle, or crack. We suggest this change to-you, as-there are so-many different materials, some-of-which are of very-little account, and for-which the trade has appropriated the name "Maltha." Trusting that we-have made ourselves clear in-this-matter, and soliciting your future orders when in need of anything in-our line,

Yours-respectfully,

LETTER NO. 5.

DEAR-SIR: Enclosed herewith I-send-you blue-prints showing-the results of calculations made for net hauling capacity of class "R" locomotive on-the Eastern Division. This-is based on using-the latest type class "R" engine, weighing about 130,000 pounds, tender weighing 72,000 pounds loaded—making-the weight of-the engine about 100 tons.

In working this matter up it occurred to-me that as-the resistance due to grade was purely a question of gravitation, its value could-not be decreased by-the fact that we-had hauled 2300 tons on-the Western Division, but that-the decrease in total train resistance was due to-decreased rolling friction; or it-is probable that Wellington's figure of 8 pounds for rolling friction is too-high. I-have therefore assumed for-the Pennsylvania Company test coefficient a rolling friction of $6\frac{1}{2}$ pounds per ton, with-the proper allowance for grade resistance and-the usual allowance for curve resistance.

Yours-truly,

LETTER NO. 6.

DEAR-SIR: Yours-of-the 30th ult. to-hand enclosing-your check for \$32.84 covering items referred to, receipts for-which find enclosed. If-you-will kindly turn to-the second page of-your policy you-will-find the conditions (347, 348) very-clearly set out in large type. According to-the terms-of-your policy there-is-no cash surrender value until after it-has-been in-force ten-years. However, the difference between-the premium you-are paying with-us and what-you-would have to-pay in-a level premium company is in itself a large profit, and-your knowledge of life insurance is sufficient to-tell-you that it-is very difficult to-give (177) profits both ways. I-hope to-sce-you personally in-a-short-time, and will-be-able-to explain the matter more fully

personally than by letter. With kind regards, and hoping yourself and family are-all in good health,

Believe-me, yours-very-sincerely,

LETTER No. 7.

DEAR-SIR : We-have your valued favor of-the 21st inst., ordering one-of our No. 1 Self-feeding Rip Saws, for-which we-thank you. We note that-you specify four 16 inch 15 gauge, and with-reference thereto, beg to-say that 15 gauge saws are-not a standard size. We-have 14 gauge saws in-stock, and if these will answer-your purpose, wire us on-receipt-of this-letter, and-the machine, together with-the saws, will go forward at-once. We-have some 15 gauge saws ordered, which-we expect to-arrive within four days, at-which time we-could fill your order as specified. Kindly let-us hear from-you at-once, and we-will govern ourselves according to-your instructions.

Yours-very-truly,

LETTER No. 8.

GENTLEMEN : A-short-time-ago I-sent to-your dock a propeller wheel for-the yacht " Hazelton." I-trust this will-not-be in-your-way nor interfere with any arrangement of yours, but if-such is-the case, you-may move it back at-my expense. I-wish that you-would find out whether you-can purchase for me from James Carney & Son a propeller wheel of-the same size and dimensions as-that of-the tug-boat " Kate Williams," at-which we-were looking when-it-was on-your dock last summer. If-you find that-you-can get this wheel from Carney, will-you kindly get for me the price and a-general description of-the same? I-should like to-purchase this through you, as-I-have reason to-think I-cannot buy it direct. Will-you also please let me know whether-the machine shop situated next to-your place is properly equipped and able-to bore a wheel for-an 8" shaft and fit the key? If-you-will kindly let me know about-the wheel as-early-as-possible, I-shall-be greatly obliged to-you. In-the meantime I-beg to remain,

Very-truly-yours,

LETTER No. 9.

GENTLEMEN : We-are in-receipt-of yours-of-the 8th inst, and note contents. Replying to-the same would-say that-we billed you this coal at-our regular price for first quality coal, and-this price is as low

as we have sold coal to any person for the last six weeks. We are very much surprised to hear that you are offered stove coal at \$4.75, f. o. b. cars at shipping points, and cannot understand it at all, as that is considerably lower than the lowest quotation we have heard of since the advance in the price of coal. If it is not asking too much we should like to inquire what port this was to be shipped from. None of our people has known of this kind of coal being offered lower than \$4.95, and if you would be so kind as to furnish it, the above information would be greatly appreciated. We do not intend to ask any more for our coals than the current prices for the same grades and kinds, but we certainly have not sold a ton for some time at less than the price at which this is billed to you, and we cannot see how anyone else can do so at the present market price of coal. Awaiting your pleasure in this matter, we remain,

Very truly yours,

LETTER NO. 10.

DEAR SIR: We hope you will not think it presumptuous, and that it will not be of great trouble to you to listen to our complaint. We have customers at Union, Omaha, McLendon, Pittsboro, and Jernigan who have placed their cotton at the depots fully a week ago, and it has not been moved. In fact, this condition of affairs exists, and has existed, very nearly all the season, at all stations along the road, and it is working a great hardship on us and our customers. We had one customer at McLendon or Jernigan Crossing who had 40 bales of cotton that stayed on the platform over two weeks before it was moved, during which time cotton went down fully one-half ct. a pound. It is a difficult matter for us to handle business during these days of sharp competition, and unless we can get shipments from our customers promptly, we necessarily lose the business. We trust that you will remedy this evil and place us under renewed obligations.

Yours very truly,

LETTER NO. 11.

DEAR SIR: The 1st section from Susp. Bridge which arrived DeWitt 3.20 A.M. was made up of 28 refrigerators and 12 box, of which four were high-class freight, necessitating good time, leaving a balance of only eight dead cars. The 2nd section from the Bridge arriving DeWitt 5.05 A.M. was made up of 19 refrigerators, 5 high-

class and protected, and 12 dead. From this you will please note that we had an unusual run of refrigerators on these trains both from Buffalo and the Bridge. As first stated we cannot, on account of time, make any change in the first section out of Buffalo, but it is the intention when we have a second section out of Buffalo and only a limited number of refrigerators or high-class freight on the Bridge section, to make a transfer at East Rochester and have only one train from that point covering both Lake Shore and Michigan Central business, provided it does not exceed the limit of the train, but there will be times, as on Dec. 6th, when the amount of the refrigerator business running was so heavy that this could not be done and make the time expected.

Yours truly,

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